

Ministerul Educației

Comunicare în limba modernă engleză

Clasa I

Fairyland 1

Teacher's Book

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Comunicare în limba modernă engleză



Teacher's Book

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Introduction

Comunicare în limba modernă engleză Clasa I is a split course specially designed to introduce young pupils to the English language. Young learners will be captivated by the adventures of *Woody* and *Frosty* as they enter the Magic Forest and meet *Erlina*, *Willow* and *Alvin*. Through an array of activities such as stories, songs, games and craftwork, the pupils will be introduced to the English alphabet, theme-oriented vocabulary and some simple structures. In this way, the pupils will find the learning process enjoyable as they embark on their journey to discover the English language.

Pupil's Book

The *Pupil's Book* has been designed to appeal to, as well as involve, the pupils in language learning. New language is presented in a clear and effective way by means of lively dialogues, songs, games and listening activities. The modules, comprised of two units each, contain interesting and captivating topics for young learners, reinforced by meaningful activities, which encourage children to think and speak in English. Each page promotes active participation and interaction on their part, as well as the development of their receptive and productive skills.

- **OUR SCHOOL**

The *OUR SCHOOL* section in the *Pupil's Book* presents the new language with *cross-curricular* material. The pupils use English to complete the tasks related to other subject areas, such as *Art*, *Maths*, *Science*, etc. This reinforces their language learning and promotes learner independence and peer cooperation.

- **Dialogues**

Pupils consolidate the language learnt in simple, yet meaningful and appealing dialogues.

- **GO GREEN!**

The *GO GREEN!* section gives pupils the opportunity to learn about the environment in a fun and creative way.

- **OUR WORLD**

The pupils are familiarised with culture and ways of life in other countries through the *OUR WORLD* section.

- **Review**

The *Review* section consolidates the theme of the module.

The **Pupil's Book** also includes:

- I Fun Time**

Pupils consolidate the language learnt in the course. The teacher can cover it upon completion of the course or upon completion of a unit/module.

- II Round-up**

In this section, the pupils are given the opportunity to revise the language taught throughout the year.

- III Story Time (The Giant Turnip)**

The educational story provides the opportunity for extensive listening, as well as for teaching a moral.

- IV Special Days (Season's Greetings!, Mother's Day!)**

There are two optional units containing activities for Christmas and Mother's Day, which can be covered as a lead-up to the respective special days.

- V A Wall Poster**

In this section, the pupils practise the concept of *left*, *right*, *here* and *there* through a game.

Digital Book

The *Digital Book* is the electronic version of the *Pupil's Book*.

Activity Book

The *Activity Book* is in full colour and contains a variety of fun activities, which consolidate the language taught in each unit. The *Activity Book* can be used either in class or for homework.

The **Activity Book** also includes:

I Stickers

There are some exercises with **stickers** in the *Activity Book*. The type and aim of these exercises vary to give pupils the chance to practise the new language in a motivating and appealing way. There are also reward stickers to give a sense of achievement and satisfaction. They can be used whenever the teacher feels that the pupils should be praised, which should be all the time!

II Board Games

There are four **board games**, one per module. The aim of the board games is to provide an atmosphere of relaxation while consolidating the language learnt in the corresponding modules.

How to play the board games

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc, as a marker and place it on the **Start** sign. Teams or pairs take it in turns to select a number by throwing a dice, spinning a spinner, etc, and then move along the board according to the number. The pupils must name the item in the space they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one space backwards. If they land on an *OH NO!* space, they must go

back to the beginning. If they land on a *GREAT!* space, they play again.

III Characters' Cut-outs

There are five full-body cut-outs of the characters in the book for pupils to use while acting out the dialogues, playing games or in any other communicative activity the teacher wishes to include in the lesson.

My Language Portfolio

My Language Portfolio is used to keep material that the pupils collect and use, along with any extra material given by the teacher throughout the course. *My Language Portfolio* has been designed to stimulate and support the learning of the English Language. Its purpose is to help the pupils reflect on, realise their progress in, and improve their language learning.

My Language Portfolio is the pupils' property. It is a tool to accompany the pupils' language learning throughout their school life and is suitable for documenting their learning both inside and outside the classroom.

In practice, *Language Portfolios* may include project work, memory sticks (with work or drawings completed in class or at home), DVDs (with the pupils' favourite story or with performances of songs, school plays, etc), certificates, reports from teachers, or even a collection of objects or pictures. It is a collection of material that the learners want to keep as evidence of their learning. The main emphasis is on the process of learning. As a result, while compiling their *Language Portfolios*, pupils learn how to work independently.

How to make a Language Portfolio

During the first lesson, explain to the pupils that they should bring in a folder which they will have with them at all times and in which they will keep their *Language Portfolio*. For the next lesson, bring in self-adhesive labels, write *My Language Portfolio* on them and help your learners stick them onto their

Introduction

folders. Show the pupils how to store their material in their *Language Portfolios* and make sure they update them regularly.

Teacher's Book

The *Teacher's Book* provides step-by-step lesson plans, as well as the answers to the exercises in both the *Pupil's Book* and the *Activity Book*. It also contains extra ideas on how to present new words and language patterns, additional activities and games, as well as audioscripts for the listening activities.

The **Teacher's Book** also includes:

Instruments for Evaluation

Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

In the **Instruments for Evaluation**, the teacher can find:

- a *Formative Evaluation Chart*: the teacher uses the chart to evaluate the pupils on an activity at any time during the course and writes the marks obtained with the help of a code.
- a *Cumulative Evaluation Chart*: the teacher uses the chart to evaluate the pupils at the end of each module and writes the marks obtained with the help of a code.

Teacher's Resource Pack

The *Teacher's Resource Pack* provides the teacher with additional material which may be used in the classroom for further exploitation of the language learnt.

Comunicare în limba modernă engleză Clasa I Teacher's Resource Pack is divided into the following sections:

I Reinforcement and Extension Activities

These activities are in the form of projects which pupils can do on their own or in

groups. The pupils can then file their projects in their *Language Portfolios*.

II Extras

These extra activities can be done at the teacher's discretion whenever the teacher sees fit. There are also activities designed for Christmas and Mother's Day which teachers can use before the corresponding celebrations.

III Templates

These templates are for the craftwork activities in the *Pupil's Book*.

IV Picture-Word Cards

These cards are for practising the English alphabet.

V Alphabet Worksheets

There is one worksheet for each unit.

VI Checkpoint section

The teacher has the opportunity to recycle and further consolidate any language items through the *Checkpoint* section of each module.

Picture Flashcards

The picture flashcards illustrate the new vocabulary items and enable the teacher to use them for the presentation of key words, revision, additional practice and memory games. Flashcards enable the pupils to make the connection between the visual prompts and the spoken words and help teachers avoid the use of translation or lengthy explanations.

Posters

There are eight double-sided posters accompanying *Comunicare în limba modernă engleză Clasa I*. On the first side, there is the vocabulary of the first spread as well as the picture accompanying the song. On the second side, there is the

dialogue for those teachers who wish to present or practise the dialogue with books closed. In the *Teacher's Book* there are helpful guidelines as to when and how the posters can be used to present and/or consolidate the new language.

Class Audio (downloadable)

The Class Audio includes all the audios for the listening activities in the *Pupil's Book*.

Typical layout of a module

Each module consists of two units, each of which consists of six lessons.

- **Key features of a unit**

I Presentation of the new language

The new language is presented by first listening to the new vocabulary. In each lesson plan the teacher will find detailed guidance on how to vary the presentation of new vocabulary, as well as further reinforcement and extension activities.

II Dialogues

The pupils are introduced to short dialogues, aimed at gradually improving their listening skills. The dialogues feature the new language and can be used for pupils to act out in the classroom.

III Activities

There is a great variety of activities catering for all types of learners and learning styles: pair and group work, matching, games, craftwork, etc. In this way, the pupils use the new language in a meaningful context.

IV Games, Chants & Songs

Pupils at this level need a lot of opportunities to play and explore their surroundings. Playing games and singing songs/chants provides a necessary outlet and ensures that the pupils are learning while having

fun. It is also a way of ensuring that the lesson always ends on a high note. In every unit there are songs, chants and games that add a creative and enjoyable element to the language classroom.

V OUR SCHOOL

In the *OUR SCHOOL* section, the pupils explore other fields of study (e.g. *Art, Maths, Science, etc*) through English. In this way, the pupils learn how to use English as a vehicle to approach other subject matter.

VI Go Green!

The *Go Green!* section promotes an affinity with nature and makes the pupils more aware of the environment we live in.

VII OUR WORLD

Through the *OUR WORLD* section, the pupils have the opportunity to explore aspects of life in other countries.

VIII Review – My Progress

These sections appear at the end of each unit and aim to assess the pupil's knowledge as well as promote autonomy in learning.

Teaching Young Learners

Teaching young learners is an enjoyable experience. The teacher can take their time and repeat an activity as many times as they feel is necessary for the pupils to understand and have fun with it! Moreover, pupils at this level do not have many inhibitions and can be very imaginative. They are naturally inquisitive, enthusiastic and receptive to new input.

A teacher at this level should always have the following in mind:

I Encouragement: Pupils need to be reassured all the time. Go around the classroom as they carry out the various activities and praise them. Do not over-emphasise their mistakes. Just repeat the

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correct word or phrase. Criticism can be discouraging and produce poor results.

- II **Activities:** At the first level, the activities should be simple, as pupils are still developing their hand-eye coordination. At the same time, pupils should acquire some basic language structures. Therefore, in the early stages, our objective should be to provide an environment of fun and enjoyment for the young learners. This is best achieved by a thematic approach to language teaching.
- III **The fantasy element:** Young pupils' imaginations are very vivid and they have the ability to immerse themselves in a fantasy world, often creating imaginary friends and sometimes pretending to be fictional characters (e.g. Superman, Tinker Bell or a more modern character for kids, etc). This rich imagination can be captured and encouraged by the teacher in order to act out the dialogues from the units in **Comunicare în limba modernă engleză Clasa I**. Pupils are very quick to repeat dialogues that they have heard and this ability should be utilised to its full capacity.
- IV **Social Skills:** Young pupils prefer to play on their own. The sense of being in a social group and obeying rules is not yet fully developed. Thus, the games promote the development of social skills.
- V **Pupils' need for attention:** Young learners will constantly demand your attention. In order to meet their needs, the teacher should go around the classroom and talk to them about what they are doing and, at the same time, elicit some vocabulary and language patterns. This is also a good time to see if they have understood the instructions or whether there are things which need further explanation.
- VI **Attention span:** A pupil's attention span is very short, so a wide range of activities is necessary. The best way to hold their attention is by changing activities every

five to ten minutes. At the same time, they tend to love what is familiar. Thus, you should let a favourite activity go on for as long as they are actively engaged.

- VII **The 'silent' period:** It is possible that young pupils will not produce anything in the target language during the initial stages. This is a period of adjustment and should not alarm teachers. What we should bear in mind is that pupils are absorbing the new language and will reproduce it naturally in their own time.
- VIII **Pronunciation:** Young pupils are better at pronunciation than older pupils. That is because they are keener listeners and they are not afraid to make mistakes. Thus, it is vital that teachers speak clearly, but at a **normal** pace. The class should be drilled as a group before moving on to individual practice. In this way, teachers can correct any pronunciation errors without embarrassing individual pupils, while at the same time giving them time to get used to the new sounds.

Classroom Management

Creating a pleasant environment in the classroom should be one of the teacher's very first goals. It is a good idea for the teacher to arrive a few minutes early to welcome the pupils and have something interesting for the early comers to do. They can listen to the song from the previous lesson or play with the picture flashcards, identifying the book's characters, as well as the vocabulary items already presented.

The teacher should establish their policies from the start. Remind pupils to:

- come to class on time,
- bring their *Pupil's Book*, etc,
- raise their hands when they want to ask a question, and
- wait for their classmates to answer the teacher's questions before they raise their hand to give their answers.

The teacher should empower their learners by:

- teaching **classroom language**, i.e. the Teacher's instructions, such as *open your books, close your books*, etc. Classroom language is the language of communication between teacher and pupils in the classroom and needs to be taught from day one.
- giving brief and clear oral instructions. The teacher should give or read the instructions. They read them at a slower pace, providing examples and eliciting examples from the pupils so they can be sure that they know what to do.

✿ Songs in the Language Classroom

Songs are of great value in language learning. They are vivid examples of how the language taught is used in a real context and highlight both pronunciation and intonation. Furthermore, their rhythm enables the pupils to remember the newly acquired language and stimulates learning.

There are numerous ways to use songs in the language classroom. You can play the audio and invite the pupils to move and clap to the rhythm or hum to the melody. If there are lyrics frequently repeated, pupils will soon start joining in.

Here are some ways to animate the songs:

- a Total Physical Response (TPR) Activities:** Have the pupils stand in a circle and play the song once. Sing and demonstrate the actions, encouraging the pupils to imitate you. Play the song again, this time asking the pupils to listen to the song and repeat after you while doing the actions. Play the song a third time and lead the singing while the pupils join in.
- b Using props:** Bring visuals or realia to class. Hand out these props to your pupils and ask them to hold up the prop as soon as they hear the corresponding word in the song.

- c Song dramatisations:** Having interesting plots and characters, songs frequently offer themselves for further exploitation through drama. The teacher can dramatise the songs into short sketches, thus motivating their pupils. Assign roles and have the pupils sing their lines. Simple costumes and props can be prepared and used to make the performance more realistic.

These are just a few suggestions on how to use the songs in the language classroom. Be as inventive as you can, since pupils love performing.

✿ Checking Pupils' Progress

- a Homework:** As pupils are quite young, it is recommended that all work be done in class. However, it is up to the teacher's discretion.
- b Evaluation Chart:** After the pupils have completed the *Review* section of each unit, the teacher can fill out the *Evaluation Chart*. This enables the teachers to record the pupils' progress in English.

✿ Types of learning styles

Over the years, teachers have noticed that some of their pupils learn by listening to new information, some pupils prefer to read about it, while others need to do something with the new information. There are many different learning styles. Consequently, a coursebook should offer a variety of exercises and material to stimulate all learning styles and help pupils learn in the way that suits them best.

- **What are the types of learning styles?**
 - **Visual Learners**

These learners need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays including:

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diagrams, illustrations, transparencies, videos, flashcards and hand-outs.

- **Auditory Learners**

These learners learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from using audio materials.

- **Tactile/Kinaesthetic Learners**

Tactile/Kinaesthetic people learn best through a hands-on approach, actively exploring the physical world around them. They find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye coordination. By interacting with the space around them, they are able to remember and process information. They have to do things on their own to be able to learn the new language.

Programme (Contents & Syllabus)

▶▶ Module 1 (Units 1 & 2)

In this module pupils will ...

talk about ...

- greetings
- colours
- school objects
- numbers 1-5

listen to ...

- the characters introducing themselves
- a song welcoming pupils to the Magic Forest
- a song consolidating colours
- a dialogue with the characters meeting for the first time
- a song practising school objects
- a dialogue about Woody and Frosty's first day at school

learn how to ...

- introduce themselves and greet others
- identify colours
- say what their favourite colour is
- identify school objects
- count from 1 to 5

CRAFTWORK

Pupils will ...

- cut out the characters' stick puppets and use them for role-play

OUR SCHOOL

Pupils will ...

- colour a picture of Frosty (Art)
- count school objects and circle the correct number (Maths)

GO GREEN!

Pupils will ...

- talk about colours in nature
- talk about living and non-living things

PORTFOLIO PROJECT

Pupils will ...

- draw a picture of themselves and use their favourite colour
- draw a picture of their favourite school objects

OUR WORLD

Pupils will talk about ...

- colours used for public amenities in the UK and Germany
- school playground games in the UK and Cuba

LANGUAGE FOCUS

Structures

- Hello, I'm
- Goodbye,
- My favourite colour is
- My favourite character is
- My pen is blue.
- It's a
- This is my pencil. It's yellow.

Vocabulary

- names of the characters
- colours: red, blue, green, yellow, pink, orange
- school objects: schoolbag, pencil, book, pen, rubber, pencil case
- numbers 1-5

▶▶ Module 2 (Units 3 & 4)

In this module pupils will ...

talk about ...

- parts of a house
- furniture
- toys
- numbers 6-10
- size (*big - small*)

listen to ...

- a song practising parts of a house

Programme (Contents & Syllabus)

- a song practising furniture
- a dialogue about Woody and Frosty's tree house
- a song practising toys
- a song practising numbers 1-10
- a dialogue about the characters playing with their toys

learn how to ...

- identify parts of a house
- identify toys
- talk about their toys
- count from 1 to 10
- talk about size

CRAFTWORK

Pupils will ...

- make a house
- make number finger puppets

OUR SCHOOL

Pupils will ...

- make furniture items out of clay or plasticine (Art)
- do the sums and find the toys (Maths)

GO GREEN!

Pupils will ...

- talk about animals and their homes
- talk about reusing coffee cans

PORTFOLIO PROJECT

Pupils will ...

- draw a picture of their room
- draw a picture of their favourite toy

OUR WORLD

Pupils will talk about ...

- fairytale characters and their houses
- toys from the UK and Mexico

LANGUAGE FOCUS

Structures

- This is the roof. It's red.
- Where do you live? I live in
- Woody's (on) the (table).
- Look at Jack's house. Look at the roof.
- Is it here in the cupboard? Is it there on the table?
- Here's a doll.
- One train, four cars.
- I've got a red teddy.
- Give me the teddy with your right hand, please!
- Three and five is eight.
- The big ball is in the big box.
- This is my teddy. It's my favourite toy.

Vocabulary

- parts of a house: roof, window, floor, wall, door
- furniture: table, chair, bed, cupboard
- toys: doll, ball, car, train, plane, teddy
- numbers 6-10
- size: big, small

►► Module 3 (Units 5 & 6)

In this module pupils will ...

talk about ...

- parts of the face
- how to keep clean
- food
- food preferences

listen to ...

- a song practising parts of the face
- a description of four monsters
- a song practising ways to keep clean and healthy
- a dialogue about Woody and Frosty meeting Little Red Riding Hood and the Big Bad Wolf
- a song practising food items
- a song practising food preferences
- a dialogue about the characters having a picnic

Programme (Contents & Syllabus)

learn how to ...

- identify parts of the face
- talk about keeping clean and healthy
- talk about food preferences

CRAFTWORK

Pupils will ...

- make a monster mask
- make a lunchbox

OUR SCHOOL

Pupils will ...

- talk about ways to keep clean (Health & Safety)
- talk about food that is bad for our teeth (Health & Safety)

GO GREEN!

Pupils will ...

- identify animals according to their facial characteristics
- talk about food we get from cows, hens and trees

PORTFOLIO PROJECT

Pupils will ...

- draw a picture of Mr/Miss Potato
- draw a picture of their favourite food

OUR WORLD

Pupils will talk about ...

- cartoon characters from the UK and Japan
- tea in the UK, China and Turkey

LANGUAGE FOCUS

Structures

- Touch your nose.
- He's/She's got ...
- Look at me!
- I've got green hair.
- Wash your hair.
- I like sandwiches. Give me some, please. - Here you are. - Thank you!

- I don't like popcorn.
- We get milk from a cow.
- Do you like milk? Yes. Yummy!/No.

Vocabulary

- parts of the face: nose, hair, ears, eyes, mouth, tongue
- commands: wash your hands, wash your face, brush your teeth, brush your hair
- food/drink items: bananas, eggs, milk, sandwiches, biscuits, cheese, tea, pizza, apples, popcorn, ice cream, cola

►► Module 4 (Units 7 & 8)

In this module pupils will ...

talk about ...

- animals
- abilities
- the five senses
- the concept of day and night

listen to ...

- a song practising farm animals
- a song practising abilities
- a dialogue about some forest animals helping Woody and Frosty
- a song practising the five senses
- a song consolidating the concept of day and night
- a dialogue about the characters having a fairy party

learn how to ...

- identify animals and the noises they make
- talk about abilities
- talk about the senses
- talk about the concept of day and night

CRAFTWORK

Pupils will ...

- make a bat

Programme (Contents & Syllabus)

OUR SCHOOL

Pupils will ...

- play a drama game (PE & Drama)
- identify actions connected with day and night (Science)

GO GREEN!

Pupils will ...

- talk about what some animals can do
- talk about nocturnal animals

PORTFOLIO PROJECT

Pupils will ...

- draw a picture of their favourite animal
- draw a picture of things connected with day or night

OUR WORLD

Pupils will talk about ...

- animals from Australia, Peru and China
- things you can see, hear and taste in the UK and Italy

LANGUAGE FOCUS

Structures

- The dog goes woof!
- Look! Two yellow cows!
- It's a bat. It can fly.
- Can you jump? Yes.
- It's a duck.
- I can swim.
- I can see a snail.
- I can smell the ... but I can't smell the ...
- It's night.
- I can see a snail at night.
- What can you see?

Vocabulary

- animals: cat, cow, hen, dog, sheep, horse
- actions: jump, climb, swim, fly, run
- the five senses: see, smell, hear, touch, taste
- sun, moon, day, night, stars

▶▶ Fun Time

In this section pupils will ...

- consolidate the key vocabulary of the course

▶▶ Round-up

In this section pupils will ...

- revise the key vocabulary of the course

▶▶ Story Time

In this section pupils will ...

- listen and read a story about *The Giant Turnip*
- act-out the story

▶▶ Season's Greetings!

In this section pupils will ...

- sing a Christmas song
- make a collage for the holidays

▶▶ Mother's Day!

In this section pupils will ...

- sing a Mother's Day song
- make flowers for their mums and say a poem

▶▶ A Wall Poster

In this section pupils will ...

- play a game practising the concept of left, right, here and there

Lesson 1

Objectives

To introduce the characters. To practise greetings and introductions.

Language

In this lesson the pupils will learn to

understand:

- *Who's this?*
- *This is (Willow).*
- *Open/Close your books.*
- *Who is it?*
- *What's your name?*

In this lesson the pupils will learn to **use:**

- *Yes/No*
- *This is (Erlina).*
- *Hello, I'm (Kelly).*
- *Goodbye, (Sue).*

Extra Materials

- The *Hello!* poster for *Presentation & Practice*;
- characters' cut-outs, straws, sellotape for Ex. 3.

BEGINNING THE LESSON

Welcome your class by saying *Hello!* several times. Point to yourself and say: *I'm (Mrs Smith).*

Encourage the pupils to greet you back. Ask the pupils to introduce themselves, *Hello! I'm (Maria).*

Note: Use this opportunity to trigger the pupils' interest in their book, and the English they are going to learn.

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with the characters.)



POSTER

Pupils' books closed. Pin up the *Hello!* poster on the board. Point to the characters (*Willow, Erlina, Alvin, Woody, Frosty*), one at a time, and present them. The pupils repeat after you. Point to the characters in random order. The pupils listen and say *yes* or *no*. Demonstrate this yourself first.

e.g. Teacher: (pointing to Willow) *This is Erlina.*
Class: *No!*
Teacher: (pointing to Frosty) *This is Frosty.*
Class: *Yes! etc.*

Pupils' books open. Say: *Open your books at page eight.* Write the number 8 on the board and hold up your book. Ask the pupils to look at the picture and tell you what they can see in L1. Point to Willow and ask: *Who's this?* Elicit the answer. Repeat with the rest of the characters.



Listen and point.

Say the instructions twice as you mime them. Play the audio. The pupils listen and point to the characters. Then pupils point to the characters and say, e.g. *Hello, I'm Erlina.*

AUDIOSCRIPT

Hello, I'm Erlina.
Hello, I'm Willow.
Hello, I'm Alvin.
Hello, I'm Woody.
Hello, I'm Frosty.



Look and find.

Say the instructions twice as you mime them. Do the first one with them as an example. Point to Erlina's mouth and say: *Who's this? Let's see. Is it Alvin?* Elicit the response: *No. This is Erlina.* Ask a pupil to give the answer. Ask them to circle Erlina's mouth in the picture. Help them by holding up your book and drawing an imaginary circle over Erlina's mouth. Allow the pupils some time to look at the pictures and complete the activity. Check the pupils' answers.

Module 1 (Unit 1 - Hello!)

(Activities to practise greetings.)

3 Make and play.

Say the instructions twice as you mime them. Refer the pupils to the picture and explain the activity. Refer the pupils to the cutouts of the characters in their *Activity Books* and ask them to cut them out. Hand out the straws and have the pupils attach them to their cutouts using sellotape to make their stick puppets. Provide any necessary help. With the help of a pupil demonstrate the following short dialogue:

e.g. Teacher: (in the role of Erlina and holding the Erlina stick puppet) Hello, I'm Erlina.

Pupil 1: (in the role of Alvin and holding the Alvin stick puppet) Hello, I'm Alvin.

The pupils choose a character and go around the classroom meeting and greeting the rest of the characters.

Extension

The pupils sit in a circle. Explain the activity. One of the pupils sits in the centre and covers their eyes. Choose a pupil from the centre to say: *Hello, (Tina)*. The pupil in the centre has to guess who it is and respond by saying: *Hello, (Kelly)*. If (Tina) guesses correctly, (Kelly) goes in the centre. If not, they must try with another person from the circle.

e.g. Kelly: *Hello, Tina!*
Tina: *Hello, Kelly! etc*

4 Sing.

Say the instructions twice as you mime them. Point to the characters, one at a time, and say: *Hello, Magic Forest! Hello, Magic Friends! Hello, (Willow)!* The pupils repeat after you. Explain what *magic forest* and *magic friends* mean.

Point to and say: *HELLO*. Play the audio. The pupils listen and point to the characters as their names are mentioned.

Play the audio again. The pupils listen and sing along.

AUDIOSCRIPT

*Hello, Magic Forest,
Hello, Magic Friends!
Hello, Frosty! Hello, Woody!
Hello, hello again!*

*Hello, Magic Forest,
Hello, Willow, too!
Hello, Erlina! Hello, Alvin!
Hello, hello to you!*

Extension

Assign the roles of *Frosty, Woody, Willow, Erlina* and *Alvin* to various pupils. They can hold the corresponding cut-outs. The rest of the class are in the *Magic Forest* and are meeting them. Play the song. The pupils move around the classroom singing and waving hello to the characters. The pupils who play the characters wave back.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Point to the characters on the *Hello!* poster, one by one. Say and wave: *Goodbye, (Willow)*. The pupils repeat after you.

Address a pupil and ask: *What's your name?* The pupil responds. Then the rest of the class says goodbye to them. Repeat the procedure with the rest of the class. Demonstrate this yourself first.

e.g. Teacher: *What's your name?*
Pupil 1: *Sue.*
Class: *Goodbye, Sue!*

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.

Lesson 2

Objectives

To present and practise colours. To explore other subjects areas: Art.

Language

In this lesson the pupils will learn to **understand**:

- *What is your favourite colour?*
- *Who's this?*
- *What colour is this?*

In this lesson the pupils will learn to **use**:

- *Colours: red, blue, green, yellow, pink, orange.*
- *(It's) orange.*

Extra Materials

- Coloured crayons for *Presentation & Practice*;
- coloured ribbons for Ex. 3 (*Extension*).

BEGINNING THE LESSON

Play the audio for Ex. 1 from the previous lesson and pause before the name of each character. Ask the pupils to say who it is and greet them.

e.g. Teacher: (plays the audio with Erlina talking) Hello, I'm ...
Class: Erlina! Hello, Erlina! etc

PRESENTATION & PRACTICE

(Activities to present and practise colours.)

Listen, point and say.

Pupils' books closed. Show the red crayon and say: *red*. The pupils repeat after you. Repeat with the rest of the colours (*blue, green, yellow, pink, orange*). Put the crayons on your desk in random order. Ask a pupil to come to the front of the class. Say: *yellow*. The pupil picks up the corresponding crayon, shows it to the class and says: *yellow*. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

Pupils' books open. Say: *Open your books at page ten*. Write the number 10 on the board and hold up your book. Say the instructions twice as you mime them. Play the audio. The pupils listen, point to the colours and repeat.

Address a pupil and ask as you point to the colours: *What's your favourite colour?* Elicit a response: (*Blue*). Ask pupils to point to and say their favourite colours.

AUDIOSCRIPT

Red, blue, green, yellow, pink, orange.

Look and colour.

Say the instructions twice as you mime them. Elicit the name of the character and the colours. Say: *Who's this? What colour is this?* Explain the activity. The pupils look at the coloured picture and colour the big picture accordingly. Check the pupils' answers by asking them to point to and say the colour, *e.g. (It's) orange*.

Sing.

Point to the globe and say: *world*. The pupils repeat after you. Say as you point to the red ribbon: *Colour my world red*. The pupils repeat after you. Say as you point to the blue ribbon: *Colour my world blue*. The pupils repeat after you. Repeat with the rest of the colours (*pink, yellow, green*).

Play the audio. The pupils listen and point to the coloured ribbons. Play the audio again. The pupils listen and sing along.

AUDIOSCRIPT

Colour my world,
Colour my world,
Colour it red and blue!

Colour my world,
Colour my world,
Colour it yellow, too!

Colour my world,
Colour my world,
Colour it pink and green!

Module 1 (Unit 1 - Hello!)

Colour my world,
Colour my world,
Colour my world for me!

Extension

Before going into class

Bring sets of coloured ribbons, one set per 5 pupils.

Divide the class into groups of five. Hand a set of coloured ribbons to each group. Help them tie the ribbons together. Play the audio. The pupils, in groups, walk in a circle as they sing along.

3 Let's Play!

Invite the pupils to colour in any five squares on their Bingo card in any combination of colours. Then call out the colours (*red, blue, yellow, green, orange, pink*) in random order. The pupils cross out the corresponding colour on their card (*only one square each time*). The first pupil to cross out their squares calls out *BINGO* and is the winner.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Say a colour, e.g. *blue*. The pupils whose favourite colour is blue stand up and leave the classroom. Encourage them to say *Goodbye!* as they leave. Repeat with the rest of the colours and until all the pupils have left the class.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.

Lesson 3

Objectives

To listen to a story about how Frosty and Woody met Willow, Alvin and Erlina. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *Who's this?*

In this lesson the pupils will learn to **use**:

- *Hello, (Frosty).*
- *Goodnight.*
- *Hello, I'm (Frosty).*
- *Come with me!*
- *Welcome (to the Magic Forest)!*

Extra Materials

- Coloured pencils for *Beginning the Lesson*;
- the *Hello!* poster for *Presentation & Practice*.

BEGINNING THE LESSON

Show pupils a coloured pencil, e.g. *red*. Ask a pupil to say the colour. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

PRESENTATION & PRACTICE

(Activities to present the story and develop pupils' listening skills.)

1 Listen and look.



Pupils' books closed. Use the *Hello!* poster to present the story. Point to Frosty in the first picture and ask: *Who's this?* Elicit: *Frosty*. Say as you wave: *Hello, Frosty*. The pupils repeat after you. Repeat with the rest of the pictures.

Explain to the pupils, in L1 if necessary, that Frosty is a snowman and Woody is a puppet. They both came to life magically and set out on a magical journey!

Module 1 (Unit 1 - Hello!)

Pupils' books open. Say: *Open your books at page twelve.* Write the number 12 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the characters they know.

e.g. Pupil 1: *(pointing to Frosty in Frame 1)*
(This is) Frosty! etc

Play the audio. Ask the pupils to point to the corresponding pictures as they listen to the audio. Show them what to do by holding up your book and pointing. Play the audio again with pauses for the pupils to listen and repeat chorally.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. Teacher: *Hello, ...*
Class: *Frosty. etc*

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage them to say the dialogue. Ask the rest of the class for verification. Repeat with the rest of the pictures.

AUDIOSCRIPT

Frame 1

Girl: *Hello, Frosty.*

Frame 2

Man: *Hello, Woody.*

Frame 3

Man: *Goodnight.*

Frame 4

Woody: *Hurray!*

Frame 5

Frosty: *Hello, I'm Frosty.*

Woody: *Hello. I'm Woody.*

Frame 6

Woody: *Come with me!*

Frame 7

Willow: *Hello, I'm Willow.*

Frame 8

Erlina: *Welcome!*

Read the question at the bottom of page 13. Ask the pupils to draw a happy face or a sad

face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the pupils to draw their own Magic Forest. They can draw trees of different colours. Encourage them to present their Magic Forest to the class by saying: *Welcome to the Magic Forest!*

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 5 and 6 from the *Activity Book* during this lesson or the next one.

Lesson 4

Objectives

To talk about colours in nature. To consolidate the language learnt in the unit. To draw a picture of oneself.

Language

In this lesson the pupils will learn to

understand:

- *What colour is the (sun)?*
- *sun, tree, apples, oranges, frog, flower*

In this lesson the pupils will learn to **use**:

- *(It's) green.*
- *Hello, I'm (Alvin).*
- *My favourite colour is*

Extra Materials

- None.

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow along in their books.

PRESENTATION & PRACTICE

(Activities to talk about colours in nature.)



Pupils' books closed. Draw a simple sketch of the sun on the board. Point to it and ask: *What*

Module 1 (Unit 1 - Hello!)

colour is the sun? Red? Blue? What colour is it? Elicit: Yellow. Follow the same procedure with the tree, apples, oranges, frog and flower.

Pupils' books open. Say: *Open your books at page fourteen.* Write the number 14 on the board and hold up your book. Tell pupils, in L1 if necessary, that nature is full of colours. Say the instructions twice as you mime them. Ask the pupils to colour in the items. Then pupils point to and say the colours.

e.g. Pupil 1: (pointing to the sun) It's yellow. etc

2 Listen and circle.

(An activity to consolidate colours.)

Point to the buckets and elicit the colours. Say the instructions twice as you mime them. Play the audio, twice if necessary. The pupils listen and circle the correct colour.

AUDIOSCRIPT

Hello, I'm Alvin. My favourite colour is green.

Hello, I'm Erlina. My favourite colour is pink.

Hello, I'm Frosty. My favourite colour is orange.

Hello, I'm Woody. My favourite colour is blue.

Extension

Invite pupils to take the roles of Alvin, Erlina, Woody and Frosty. If you wish, they can use the characters' stick puppets. The pupils, in role, say what their favourite colour is.

e.g. Pupil 1: (in the role of Alvin) Hello, I'm Alvin. My favourite colour is green. etc

3 Portfolio Project: Draw and say.

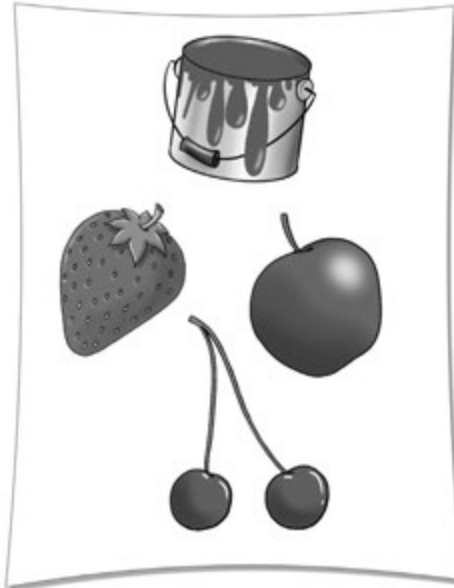
(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture and elicit the colour. Then say: *Hello, I'm (John). My favourite colour is red.* Ask the pupils to draw a similar picture of themselves and their favourite colour. Make sure you display their work in the classroom. Then help them file their drawings in their *Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the pupils in groups to choose a colour and make a collage of pictures/drawings with this colour. Make sure you display their work in the classroom.



Note: For the next lesson, ask the pupils to bring pictures of things in public places in their country that have a specific colour, e.g. *a yellow taxi*.

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and German culture. To talk about things that are red/yellow in the UK/Germany.

Language

In this lesson the pupils will learn to **understand:**

- *UK, Germany.*
- *bus, mail box, tram*

In this lesson the pupils will learn to **use:**

- *(It's) red.*
- *My favourite colour is (red).*

Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- pieces of large card for Ex. 2.

BEGINNING THE LESSON

Ask the pupils to present the drawing they made in the previous lesson and say, e.g. *Hello, I'm Anna. My favourite colour is green.*

OUR WORLD

1 Look, point and say.

(An activity to familiarise pupils with aspects of British and German culture and explore their own.)

Pupils' books open. Say: *Open your books at page sixteen.* Write the number 16 on the board and hold up your book. Point to the British flag and say: *UK.* If you have a map of the world, put it up on the board and show where the UK is. Ask the pupils if they know anything about the UK and have a class discussion in L1 (e.g. *famous people, cities, etc.*). Explain to the pupils that in this section they will be learning some interesting things about this country. Point to the items and elicit the colour (*red*). Explain that the mail boxes and the buses in London are red.

Point to the German flag and say: *Germany.* If you have a map of the world, refer to it and show where Germany is. Elicit the colour of the items (*yellow*).

Ask pupils to tell you what colour these items are in their country/city/town.

(Activities to consolidate the language of the unit.)

2 Investigation: Find. Make a poster and say.

Tell the pupils they will make a poster using the pictures of things in public places they have found. Hand out pieces of large card. The pupils glue their pictures on the card to make their posters. Make sure you display their work in their classroom.

3 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the circles. Explain the activity. The pupils have to match the names

to the characters. Allow them time to complete the activity. Then, pupils point to the pictures and say, e.g. *Yellow - Willow.*

As an extension, name a character. Ask a pupil to tell you the colour of the circle.

e.g. *Teacher: Willow!*

Pupil 1: Yellow! etc

Answers

2 c 3 e 4 b 5 d

4 Let's Play!

Ask the pupils to cut out six strips of paper and colour them (*red, blue, green, yellow, pink, orange*). Ask them to place the strips of paper in front of them. Explain the game. Play a song from the unit. Pause the song and say a colour, e.g. *blue*. The pupils have to raise the corresponding strip of paper.

ENDING THE LESSON

(An activity to consolidate the language of the unit.)

Do a survey. Pin up coloured pieces of paper (*red, blue, green, yellow, orange, pink*) on the board. Ask the pupils, one at a time, to come and tick (✓) their favourite colour and say: *My favourite colour is (red).* Then, count the ticks and see which colour is the most favourite one. Say: (*Red*) *is our favourite colour.*

Note: If you wish, you can do some or all of the *Reinforcement & Extension Activities* from the *Teacher's Resource Pack*.

Lesson 6

Objectives

To consolidate the language of the unit.

Language

In this lesson the pupils will **revise**:

- *colours*
- *the characters*

Extra Materials

None.

Module 1 (Unit 1 - Hello!)

BEGINNING THE LESSON

Ask the pupils to present the poster they made in the previous lesson.

1 Find and colour.

Pupils' books open. Say: *Open your books at page eighteen.* Write the number 18 on the board and hold up your book. Say the instructions twice as you mime them. Point to the first colour and elicit: *yellow.* Hold up your book and trace the path from the colour yellow to the corresponding balloon. Ask the pupils to follow the paths and colour in the balloons the correct colour. Allow them time to complete the activity. Check their answers.

2 Who is your favourite character? **Circle. Say.**

Say the instructions twice as you mime them. Elicit the names of the characters. Explain the activity. The pupils have to circle their favourite character. Allow them time to complete the activity. Check their answers. Then individual pupils point to their favourite character and say: *My favourite character is (Erlina).* Repeat with as many pupils as you think is necessary.

ENDING THE LESSON

My Progress 1

Read through the activities. Ask the pupils what activities they liked the most in the unit and have a brief class discussion. Allow the pupils some time to circle their top favourite activity.

Refer the pupils to the *Colour your progress* box. Read the sentences and explain any unknown words. Ask the pupils to look at the drawings of Woody and elicit what emotion each one illustrates (happy, okay, not happy). Ask the pupils to colour in the corresponding figure according to how well they think they have learnt the material.

Point to the *I can ...* grid and read the sentences. Explain each one. Then ask the pupils to tick the correct box according to how well they can perform the task. Advise the pupils to go back through the unit and revise areas they are weak in.

Module 1 (Unit 2 - My Schoolbag)

Lesson 1

Objectives

To present and practise the names of school items.

Language

In this lesson the pupils will learn to **understand**:

- *Show me (red)!*
- *What's this?*
- *What colour is it?*

In this lesson the pupils will learn to **use**:

- *School objects: schoolbag, pencil, book, pen, rubber, pencil case.*
- *My (pen) is (blue).*
- *It's a (book)!*

Extra Materials

- The *My Schoolbag* poster for *Presentation & Practice*;
- a feely bag and a blindfold for Ex. 4 (*Game*).

BEGINNING THE LESSON

Welcome your class by saying 'Hello!' to each pupil and eliciting the same response.

Ask the pupils to put their crayons (*red, blue, green, yellow, pink and orange*) on their desks. Say a colour at random and ask them to point to the corresponding crayon. Vary the rhythm and speed of the instructions to make the activity like a game.

e.g. *Teacher: Show me (red)!*
Class: (holds up the red crayon) etc

PRESENTATION & PRACTICE

(Activities to present and practice school objects.)

Listen, point and say.



Pupils' books closed. Put up the *My Schoolbag* poster on the board. Point to the school objects (*schoolbag, pencil, book, pen, rubber, pencil*

case), one at a time, and say the word(s). The pupils repeat after you. Point to the objects in random order. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page twenty.* Write the number 20 on the board and hold up your book. Say the instructions twice as you mime them. Play the audio. The pupils listen, point to the school objects and repeat.

AUDIOSCRIPT

Schoolbag, pencil, book, pen, rubber, pencil case.

(Activities to practise school objects.)

Colour and say.

Say the instructions twice as you mime them. Point to the items, one at a time, and elicit the words. Revise the colours by pointing to different items around the classroom and eliciting the colour. Allow the pupils time to colour the school items. Then, ask pupils, in pairs, to talk about their pictures. Demonstrate this yourself with a pupil first.

e.g. *Teacher: My book is red.*
Pupil 1: My book is yellow. etc

Sing.

Point to the *schoolbag* and say: *What's in your schoolbag? Let's take a look!* The pupils repeat after you. Play the audio. The pupils listen and point to the items as they are mentioned.

Play the audio again. The pupils listen and sing along.

AUDIOSCRIPT

What's in your schoolbag?
Let's take a look:
A pencil, a pen,
A rubber, a book!

Extension

Ask the pupils to put their schoolbag, a pencil, a pen, a rubber and a book on their desks in random order. Play the audio again. The pupils point to the items in front of them in the order they hear them.

Module 1 (Unit 2 - My Schoolbag)

3 Trace and say.

Say the instructions twice as you mime them. Refer the pupils to the pictures and explain the activity. Ask the pupils to use their pencils to trace the pictures. The pupils can then colour the objects. Then, point to each object individually and ask pupils to say what their object is.

e.g. Teacher: (pointing to book) *What's this?*

Pupil 1: *It's a book.*

Teacher: *What colour is it?*

Pupil 2: *Red. etc*

Extension

The pupils close their books. Point to different school objects around the classroom and elicit the words.

4 Let's Play!

Before going into class

Prepare a feely bag with school items. You can put different items the pupils know in it (e.g. a pencil, a pencil case, a book, a rubber, etc).

Refer the pupils to the picture and explain the game. Choose a pupil and blindfold them. Ask them to put their hand in the feely bag and feel an object. Ask: *What's this?* The pupil says what the item is and then takes it out of the bag. Elicit the response: *It's a...* Ask the rest of the class for verification. Demonstrate this yourself with a pupil first. As an extension, you can have individual pupils take your role and the game is repeated.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Tell the pupils they are going to play *Bingo*. Ask them to choose and draw four simple sketches (a schoolbag, a pencil, a book, a pen, a rubber or a pencil case) on different slips of paper and place them on their desks. Say the objects at random. The pupils listen and turn the corresponding slips

of paper face down. When they have turned all their slips face down, they raise their hands. The game ends when you have said all the words and all the pupils have raised their hands.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.

Lesson 2

Objectives

To revise and practise numbers 1-5.
To explore other subject areas: Maths.

Language

In this lesson the pupils will learn to **understand**:

- *Let's count!*
- *How many ...?*
- *Two flowers!*

In this lesson the pupils will learn to **use**:

- Numbers 1-5 (*one, two, three, four, five*).

Extra Materials

- None.

BEGINNING THE LESSON

Play the audio for Ex. 2 from the previous lesson and pause before each school item. Ask the pupils to say the school item.

e.g. Teacher: (plays the audio)

What's in your...

Class: *schoolbag! etc*

PRESENTATION & PRACTICE

(Activities to revise and practise numbers 1-5.)

Listen, point and say.

Pupils' books closed. Hold up a finger and ask the pupils to do the same. All together say: *One*. Do the same for all five fingers. Next, invite the pupils to count aloud from 1 to 5, holding up their hands and counting on their fingers at the same time. Say: *Let's count!*

Extension

Say a number, e.g. *three*. Ask a pupil to show the corresponding number of fingers and repeat the number. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

Pupils' books open. Say: *Open your books at page twenty-two.* Write the number 22 on the board and hold up your book. Say the instructions twice as you mime them. Play the audio. The pupils listen, point to the numbers and repeat.

AUDIOSCRIPT

One, two, three, four, five.

Extension

Collect different items and put them in groups (e.g. *1 schoolbag, 2 rubbers, 3 pencil cases, 4 pens, 5 pencils*). Ask the pupils: *How many (pencils)?* and elicit responses [*e.g. Five (pencils)!*]. Repeat with as many pupils as you think is necessary.

1 Count and circle.

Say the instructions twice as you mime them. Explain the activity. The pupils look at the pictures, count the items and circle the appropriate number. Check the pupils' answers by asking them to point to and say the number of items, e.g. *One, two, three, four. Four (pens)!*

Answers: 3 books, 2 schoolbags, 5 rubbers

2 Count and write. Then draw.

Say the instructions twice as you mime them. Draw 2 flowers on the board, point to them and say: *two flowers*. The pupils repeat after you. Write the number 2 underneath. Now draw 3 flowers, point and say: *three flowers*. The pupils repeat after you. Write the number 3 underneath. Now point to all the flowers and say: *five flowers*. The pupils repeat after you. Draw 5 flowers and write the number 5 underneath. Ask the pupils to repeat the same procedure and do the exercise. Allow them some time to complete the activity, check their answers and write them on the board.

Answers: $1 + 2 = 3$ (draw three flowers),
 $3 + 2 = 5$ (draw five flowers)

3 Let's Play!

Refer the pupils to the picture. Tell the pupils they are going to play a game. Have the pupils stand in a circle, preferably with their chairs behind them. Choose a pupil to be Number 1 and ask them to say their number out loud. The pupil on their left is Number 2, the next pupil is Number 3, etc. Pupils take turns and say their numbers out loud. The pupil who is Number 5 says their number out loud, introduces themselves to the rest of the group (e.g. *5 - Hello, I'm Jack.*) and sits on their chair. The pupil next to them starts the game again by saying "One" and the game continues. The pupil who is already sitting on the chair is out of the counting process. The game continues until all the pupils sit down.

ENDING THE LESSON

(An activity to review numbers 1-5.)

Provide the pupils with a sheet of paper. Ask them to draw as many pencils (up to five) as they wish and write the number below them. They hand in their drawings as they leave the classroom. Make sure you display their drawings in the classroom so that the children can see them during the next lesson and feel proud of their work. While the pupils are drawing, feel free to play the song from the previous lesson.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.

Module 1 (Unit 2 - My Schoolbag)

Lesson 3

Objectives

To listen to a story about Frosty and Woody's first day at school. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *How many ...?*
- *Time for school!*

In this lesson the pupils will learn to **use**:

- *What's this?*
- *It's a ...!*

Extra Materials

- The *My Schoolbag* poster for *Presentation & Practice*.

BEGINNING THE LESSON

Draw some school items on the board (e.g. 2 pens, 4 rubbers, 1 schoolbag, 3 books, 5 pencils). Ask individual pupils to tell you how many items of each kind they can see and ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

e.g. Teacher: *How many pens?*
Pupil 1: *Two (pens)! etc*

PRESENTATION & PRACTICE

(Activities to present the story and develop pupils' listening skills.)

1 Listen and look.



Pupils' books closed. Use the *My Schoolbag* poster to present the story. Explain to the pupils, in L1 if necessary, that it's Frosty and Woody's first day at school. Erlina is their teacher and she uses magic to teach them new and exciting things. Point to Willow in the first picture and ask: *Who's this?* Elicit: *Willow*. Say as you mime ringing the bell: *Time for school!* The pupils repeat after

you. Point to Erlina in the second picture and say: *Hello!* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page twenty-four.* Write the number 24 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the characters they know.

e.g. Pupil 1: (pointing to Woody in Frame 1)
(This is) Woody! etc

Play the audio. Ask the pupils to point to the corresponding pictures as they listen to the audio. Show them what to do by holding up your book and pointing. Play the audio again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. Teacher: *Time for ...*
Class: *school! etc*

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage them to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

AUDIOSCRIPT

Frame 1

Willow: *Time for school!*

Frame 2

Erlina: *Hello!*

Frame 3

Erlina: *What's this?*

Frosty: *It's a pen!*

Frame 4

Erlina: *No, it isn't. Look again!*

Frame 5

Erlina: *What's this?*

Woody: *It's a book!*

Frame 6

Erlina: *No, it isn't. Look again!*

Frame 7

Erlina: 1, 2, 3 ...

Frame 8

Woody: Magic schoolbags!

Read the question at the bottom of page 25. Ask the pupils to draw a happy face or a sad face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the pupils to draw their own school. They can draw items of different colours. Encourage them to present their school to the class by saying *Time for school!*

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 5 and 6 from the *Activity Book* during this lesson or the next one.

Lesson 4

Objectives

To talk about living and non-living things. To consolidate the language learnt in the unit. To draw a picture of school objects.

Language

In this lesson the pupils will learn to

understand:

- *living things/non-living things*
- *eat, breathe, have babies, grow*
- *ant, bat, tree*

In this lesson the pupils will learn to **use**:

- *This is my (pencil). It's (yellow).*

Extra Materials

- None.

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow along in their books.

PRESENTATION & PRACTICE

(Activities to talk about living and non-living things.)

Look and colour.

Pupils' books closed. Draw a simple sketch of a book and a bat on the board. Point to the book and ask: *What's this?* Elicit: *It's a book.* Follow the same procedure with the bat. Explain to the pupils that a *book* is a non-living thing, whereas a *bat* is a living thing. Tell pupils, in L1 if necessary, that living things can eat, breathe, grow, have babies.

Pupils' books open. Say: *Open your books at page twenty-six.* Write the number 26 on the board and hold up your book. Say the instructions twice as you mime them. Point to the pictures at the bottom of the page and explain the actions shown, which are typical of living things (*have babies, eat, breathe, grow*). Ask the pupils to look at the picture and colour the living things using the colours they already know. Allow them time to complete the activity and check their answers by having them point to and name the colour they have used.

e.g. Pupil 1: (*pointing to the bat*) *It's (red).*

Answers: ants, bat, flowers, tree

Listen and circle.

Point to the pictures and elicit the school objects. Say the instructions twice as you mime them. Play the audio, twice if necessary. The pupils listen and circle the number of items they hear on the audio. Then point to each set of items and ask: *How many?* Have individual pupils respond, e.g. *five (books).*

The pupils circle: 5 books, 3 pens, 2 rubbers

AUDIOSCRIPT

*Five books.
Three pens.
Two rubbers.*

Module 1 (Unit 2 - My Schoolbag)

3 Portfolio Project: Draw and say.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture and elicit the items. Then say: *This is my pencil. It's yellow.* Ask the pupils to draw a similar picture of their school objects. Make sure you display their work in the classroom. Then help them file their drawings in their *Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the pupils in groups to make a collage of living and non-living things. Make sure you display their work somewhere in the class.

Note: For the next lesson, ask the pupils to find pictures of their favourite playground games.

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Cuban culture. To talk about playground games in the UK/Cuba.

Language

In this lesson the pupils will learn to **understand**:

- *UK, Cuba*
- *playground games (tug of war, hopscotch)*
- *Correct! One point for Team A!*

In this lesson the pupils will learn to **use**:

- *Go to school! School is cool! Say your name and go to school! (Ma-ri-a)!*

Extra Materials

- Flashcards (1-6) for Ex. 4 (*Game*);
- slips of paper with numbers 1-5 for the *Ending the Lesson* activity;
- pieces of large card for Ex. 2.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson and say, e.g. *This is my schoolbag. It's red.*

OUR WORLD

(Activities to familiarise pupils with aspects of British and Cuban culture and explore their own.)

1 Look, listen and do.

Pupils' books closed. Ask the pupils, in L1 if necessary, what games they usually play at school during the break. Explain to them that today they are going to learn about popular *playground games* in the UK and Cuba and talk about playground games in their country.

Pupils' books open. Say: *Open your books at page twenty-eight.* Write the number 28 on the board and hold up your book. Point to the British flag and say: *UK.* Repeat the same procedure with the flag of *Cuba*. Point to the pictures and ask the pupils if they know the games. Point to the first picture and say: *Tug of war.* Explain the game if they do not know it. (*Two parallel lines are drawn or painted on the grass. The rope is laid perpendicular to these lines. A cloth flag is tied to the middle of the rope. The two teams position themselves along the rope on either side of one of the lines. The referee makes certain the flag is positioned precisely mid-way between the two lines. On his own command, he releases the flag and shouts, "Go!" Both teams then pull on their end of the rope. The aim is to pull the flag over the team's goal line.*)

Repeat the procedure with *hopscotch*. (*The game starts with the player throwing the marker to square number 1. The player then hops from square to square in sequence, skipping the square with the marker. The player should hop with only one foot in each square at any one time.*)

Play the audio. The pupils listen to the chant and sing. Explain the game. Two pupils stand in the middle, face each other and form an archway with their arms. The rest of the class passes under the archway as they chant.

AUDIOSCRIPT

Go to school! Go to school!
School is cool! School is cool!
Say your name Say your name
And go to school! And go to school!
Ma-ri-a! John-a-than!

2 Investigation: Find. Make a poster and say.

Tell the pupils they will make a poster using pictures of their favourite playground games. Hand out pieces of large cards. The pupils glue their pictures on the card to make their posters. Alternatively, they can draw their favourite playground games. Make sure you display their work in the classroom.

(Activities to consolidate the language of the unit.)

3 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the circles. Explain the activity. The pupils have to match the words to the items. Allow them time to complete the activity. Then, pupils point to the pictures and say, e.g. *Yellow - pencil*.

Answers

1 c 3 a 5 e
2 f 4 b 6 d

Extension

Name a colour. Ask a pupil to tell you the object in that circle.

e.g. Teacher: *Green.*
Pupil 1: *Rubber! etc*

4 Let's Play!

FLASHCARDS (1-6)

Put up five of the six flashcards on the board. Write a number 1-5 below each one. Allow the pupils some time to look at the school objects carefully and memorise their place on the board before they close their eyes. Then, flip the flashcards over so they face the board. Divide

the class into two teams, A and B. Say a number. Ask a pupil from Team A to tell you which school object corresponds to that number. Flip the card over and ask the rest of the class for verification. If the pupil finds the correct item, Team A gets one point. The team with the most correct answers wins the game. Rearrange the school items on the board and repeat the game as many times as you wish.

e.g. Teacher: 2
Pupil 1 Team A: *A rubber!*
Teacher: *Correct! One point for Team A! etc*

ENDING THE LESSON

(An activity to consolidate the language of the unit.)

Before going into class

Write the numbers 1 to 5 on separate slips of paper.

Hand out the slips to five pupils at random. Invite the pupils to come to the front and tell them to arrange themselves in a line from 1 to 5, depending on the number they are holding. Then ask the whole class to count from 1 to 5. The pupil holding the number raises their slip when they hear the number.

Note: If you wish, you can do some or all of the *Reinforcement & Extension Activities* from the *Teacher's Resource Pack*.

Lesson 6

Objectives

To consolidate the language of the unit.

Language

In this lesson the pupils will **revise**:

- *colours*
- *school objects*
- *numbers 1-5*

Extra Materials

None.

Module 1 (Unit 2 - My Schoolbag)

BEGINNING THE LESSON

Ask the pupils to present the poster they made in the previous lesson.

Find and circle.

Pupils' books open. Say: *Open your books at page thirty.* Write the number 30 on the board and hold up your book. Say the instructions twice as you mime them. Point to the first set of school objects and elicit: *a green pencil, a green pen.* Then say: *a green pencil* and ask the pupils to point to the example. The pupils circle the correct school objects. Allow them time to complete the activity. Check their answers.

Answers

2 B 3 A 4 B

Count and write.

Say the instructions twice as you mime them. Elicit the numbers. Explain the activity. The pupils have to count and complete the sequences. Allow them time to complete the activity. Check their answers.

Answers

B 2 C 4 D 1

ENDING THE LESSON

My Progress 2

Read through the activities. Ask the pupils what activities they liked the most in the unit and have a brief class discussion. Allow the pupils some time to circle their top favourite activity.

Refer the pupils to the *Colour your progress* box. Read the sentences and explain any unknown words. Ask the pupils to look at the drawings of Woody and elicit what emotion each one illustrates (happy, okay, not happy). Ask the pupils to colour in the corresponding figure according to how well they think they have learnt the material.

Point to the *I can ...* grid and read the sentences. Explain each one. Then ask the pupils to tick the correct box according to how well they can perform the task. Advise the pupils to go back through the unit and revise areas they are weak in.

Module 2 (Unit 3 - My Home)

Lesson 1

Objectives

To present parts of a house. To revise colours.

Language

In this lesson the pupils will learn to

understand:

- *What's this?*
- *What colour is the (door)?*

In this lesson the pupils will learn to **use**:

- *Parts of a house: house, roof, window, floor, wall, door.*
- *(This is the) roof. It's (red).*
- *This is my house.*
- *Where do you live? I live in ...*

Extra Materials

- The *My Home* poster for *Presentation & Practice*;
- the house template from the *Teacher's Resource Pack* for Ex. 4 (Craftwork);
- flashcards (7-12) for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Ask a pupil to come to the board. Say a school object. The pupil draws a rough sketch of the object on the board. Ask the rest of the class for verification. Repeat with school objects from the previous lesson.

Review the numbers by saying a number and having a pupil write it on the board. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

PRESENTATION & PRACTICE

(Activities to present and practise the vocabulary of the unit.)



Listen, point and say.

Pupils' books closed. Put up the *My Home* poster on the board. Point to the parts of the

house (*house, roof, window, floor, wall, door*) one at a time, and present them. The pupils repeat after you.

Point to the different parts of a house in random order and ask: *What's this?* Elicit the pupils' answers. Demonstrate this yourself first.

e.g. *Teacher: (pointing to the roof) What's this?*
Class: (This is the) roof. etc

Pupils' books open. Say: *Open your books at page thirty-two.* Write the number 32 on the board and hold up your book. Say the instructions twice as you mime them. Play the audio. The pupils listen, point and repeat.

AUDIOSCRIPT

House, roof, window, floor, wall, door.



Colour and say.

Say the instructions twice as you mime them. Revise the colours. Elicit the names of the different parts of a house by pointing and asking: *What's this?* Explain the activity. The pupils look at the picture and colour it in using any combination of colours they like. Once they finish, ask the pupils to describe their pictures by saying: *This is the (door). It's (brown). etc*



Sing and do.

Point to the tree house and say: *This is my house.* The pupils repeat after you. Play the audio. The pupils listen and point to the parts of the house. Play the audio again. The pupils listen and sing along.

AUDIOSCRIPT

<i>This is my house.</i>	<i>This is my house.</i>
<i>This is the roof.</i>	<i>This is the roof.</i>
<i>This is the window.</i>	<i>This is the wall.</i>
<i>This is the door.</i>	<i>This is the floor.</i>

Module 2 (Unit 3 - My Home)

Extension

Mime the actions for the song:

This is my house. (make a square with your hands)

This is the roof. (hands together and pointing upwards over your head)

This is the window. (mime opening a window)

This is the door. (mime opening a door)

This is my house. (make a square with your hands)

This is the roof. (hands together and pointing upwards over your head)

This is the wall. (mime touching a wall)

This is the floor. (look down and stamp your feet)

Repeat again and this time ask the class to join in with the actions.

3 Look and match.

Point to the drawings and elicit the parts of a house. Explain the activity. The pupils look and match the missing parts of the house.

4 Make and say with your friend.

Before going into class

Photocopy the house template from the *Teacher's Resource Pack*, one per pupil.

Tell the pupils that they are going to make a house. Show them your model. Point to the different parts of the house and say the rhyme on p. 33. Then guide them through the cutting and colouring of their templates. Go around the classroom as the pupils make their houses and ask questions about the colours the pupils have used.

Upon completion of their craftwork, the pupils work in pairs and take turns asking and answering questions about where they live.

e.g. Pupil 1: *Where do you live?*

Pupil 2: *I live in Bucharest. etc*

The pupils point to their house and say the rhyme. Then they hand in their projects to be displayed.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)



FLASHCARDS (7-12)

Take out the flashcards (*house, roof, window, floor, wall, door*). Shuffle the five flashcards and show them to the pupils, one at a time, without looking at them as you say, e.g. *This is the roof*. If you guess correctly, the pupils raise their hands and you put the flashcard aside. Otherwise, you shuffle it back into the pack. Continue playing until you have guessed all the flashcards.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.

Lesson 2

Objectives

To present pieces of furniture. To talk about location. To explore other subject areas: Art.

Language

In this lesson the pupils will learn to **understand**:

- *What's this?*
- *Where's the pencil?*
- *Where's (Woody)?*

In this lesson the pupils will learn to **use**:

- *Furniture: table, chair, bed, cupboard.*
- *It's a (table).*
- *This is my (chair). It's (red).*
- *Woody's (on) the (table).*

Extra Materials

- Flashcards (13-16) for *Presentation & Practice* and the *Ending the Lesson* activity;
- clay or plasticine for Ex. 1.

BEGINNING THE LESSON

Draw a half-finished sketch of a house on the board. Ask individual pupils to come to the board and finish the sketch by drawing *a roof*,

Module 2 (Unit 3 - My Home)

a window, a floor, a wall, a door. Then point to the sketch of the roof and ask: *What's this?* Elicit: *This is the roof.* etc

PRESENTATION & PRACTICE

(Activities to present and practise the vocabulary of the unit.)

 **Listen, point and say.**



FLASHCARDS (7-12)

Pupils' books closed. Put up the flashcards on the board, one at a time. Point to the pieces of furniture (*table, chair, bed, cupboard*) and present them. The pupils repeat after you. Point to the pieces of furniture in random order and ask questions. Elicit the responses from different pupils. Demonstrate this yourself first.

e.g. Teacher: (*pointing to the table*) *What's this?*

Class: (*It's a*) *table.* etc

Pupils' books open. Say: *Open your books at page thirty-four.* Write the number 34 on the board and hold up your book. Say the instructions twice as you mime them. Play the audio. The pupils listen, point and repeat.

AUDIOSCRIPT

Table, chair, bed, cupboard.

 **Look and match. Then make.**

Say the instructions twice as you mime them. Elicit the names of the pieces of furniture by pointing and asking: *What's this?* Explain the activity. The pupils look at the silhouettes and match them to the items.

Then tell the pupils to use clay or plasticine to make one of the items. Once they finish, have the pupils show their models to the class and say: *This is my (chair). It's (red).* etc. Make sure you display their work in the classroom.

 **Trace and say.**

Say the instructions twice as you mime them. Explain the activity. Allow the pupils some time to

trace the items. Go around the classroom as they are tracing and ask them to name the items.

Once they finish, point to Woody sitting on the table and ask: *Where's Woody?* Say: *Woody's on the table.* The pupils repeat after you. Then point to Woody sitting on the chair and ask: *Where's Woody?* Elicit the response: *Woody's on the chair.* Then point to Woody in the house and ask: *Where's Woody?* Elicit: *Woody's in the house.* Finally, point to Woody sitting in the cupboard, ask and elicit the answer: *Woody's in the cupboard.*

 **3 Sing.**

Point to the picture of Woody in the house and ask: *Where is Woody? Where is little Woody? Where is Woody? Woody, where are you?* The pupils repeat after you. Play the audio. The pupils listen and point to the correct picture of Woody. Play the audio again. The pupils listen and sing along.

AUDIOSCRIPT

Where is Woody?

Where is little Woody?

Where is Woody?

Woody, where are you?

Little Woody's in the house,

Little Woody's in the house,

In the house,

In the house.

Where is Woody?

Where is little Woody?

Where is Woody?

Woody, where are you?

Little Woody's on the table,

Little Woody's on the table,

On the table,

On the table.

Where is Woody?

Where is little Woody?

Where is Woody?

Woody, where are you?

Little Woody's on the chair,

Little Woody's on the chair,

Module 2 (Unit 3 - My Home)

On the chair,
On the chair.

Where is Woody?
Where is little Woody?
Where is Woody?
Woody, where are you?

Little Woody's in the cupboard,
Little Woody's in the cupboard,
In the cupboard,
In the cupboard.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)



FLASHCARDS (13-16)

Show the flashcards 13-16 (*table, chair, bed, cupboard*), one at a time, and ask the pupils to name the items. Then put up only three of the four flashcards on the board. Ask the pupils to name the missing flashcard. Repeat the activity.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.

Lesson 3

Objectives

To listen to a story about Woody and Frosty's tree house. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *What's in your house?*
- *Who's this?*
- *What's this?*
- *Where's ... ?*

In this lesson the pupils will learn to **use**:

- *Hello, (Alvin).*
- *This is my (table).*
- *Where's Frosty?*
- *Frosty's in bed!*
- *Wake up, Frosty!*

Extra Materials

- The *My Home* poster for *Presentation & Practice*;
- slips of paper with simple sketches of furniture for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Ask the pupils to name two items they have in their house. Have the pupils report back to the class.

e.g. Teacher: *What's in your house?*

Pupil 1: (A) table (and) (a) bed. etc

PRESENTATION & PRACTICE

(Activities to present the story and develop pupils' listening skills.)

Listen and look.



POSTER

Pupils' books closed. Use the *My Home* poster to present the story. Explain to the pupils, in L1 if necessary, that Woody is showing his house to

Module 2 (Unit 3 - My Home)

Alvin. Point to Woody in the first picture and ask: *Who's this?* Elicit: *Woody*. Say as you wave: *Hello, Alvin!* The pupils repeat after you. Point to Alvin in the second picture and say: *Hello, Woody!* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page thirty-six.* Write the number 36 on the board and hold up your book. Say the instructions twice as you mime them. Point to Alvin in the first picture and ask: *Who's this?* Elicit: *Alvin*. Then point to the house and ask: *What's this?* Elicit a response: e.g. *(This is) a house!* Repeat with the remaining pictures.

Play the audio and ask the pupils to point to the corresponding pictures as they listen to the audio. Show them what to do by holding up your book and pointing. Play the audio again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. *Teacher: Hello ...*
Class: Alvin! etc

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage them to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

AUDIOSCRIPT

Frame 1

Woody: *Hello, Alvin!*

Frame 2

Alvin: *Hello, Woody!*

Frame 3

Woody: *This is my table.*

Frame 4

Woody: *This is my bed.*

Frame 5

Alvin: *Where's Frosty?*

Frame 6

Woody: *Frosty's in bed!*

Frame 7

Woody: *Wake up, Frosty!*

Read the question at the bottom of page 37. Ask the pupils to draw a happy face or a sad face depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Prepare slips of paper with simple sketches of the furniture items pupils have learned in this unit. Divide the class into pairs. Tell the pupils that you are moving house and they have to help you move the furniture. Give each pair a slip of paper. The pupils look at the picture on the slip of paper, name the piece of furniture and mime moving the piece across the room to a designated area where a supposed removal van is.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 5 and 6 from the *Activity Book* during this lesson or the next one.

Lesson 4

Objectives

To talk about animal homes. To consolidate the language learnt in the unit. To draw a picture of one's room.

Language

In this lesson the pupils will learn to **understand**:

- *This is a (doghouse).*
- *dog, fish, bird, cat, nest, basket, fish tank, kennel*

In this lesson the pupils will learn to **use**:

- *This is my room. Look! This is my (bed). It's (yellow).*

Extra Materials

- Magazines for the *Ending the Lesson* activity.

Module 2 (Unit 3 - My Home)

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow along in their books.

PRESENTATION & PRACTICE

(Activities to talk about animal homes.)

1 Follow and draw.

Pupils' books closed. Tell pupils, in L1 if necessary, that animals live in different types of homes. Draw a simple sketch of a *kennel* on the board, point and say: *This is a kennel*. The pupils repeat after you. Invite pupils to tell you which animal lives in it. Repeat with the rest of the animal homes.

Pupils' books open. Say: *Open your books at page thirty-eight*. Write the number 38 on the board and hold up your book. Say the instructions twice as you mime them. Ask the pupils to follow the lines and draw the homes as in the example.

2 Listen and colour.

Point to the schoolbag and elicit its colour. Ask: *What colour is the schoolbag?* Elicit: *It's blue*. Say the instructions twice as you mime them. Play the audio, twice if necessary. The pupils listen and colour the items. Once they finish, ask the pupils to describe the picture by saying: *This is my (bed). It's (yellow)*.

AUDIOSCRIPT

This is my room. Look! This is my schoolbag. It's blue.

This is my bed. It's yellow.

This is my table. My table is orange.

And this is my cupboard. It's green.

3 Portfolio Project: Draw and say.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture and elicit the items. Then say: *This is my room! Look! This is my bed, my table and my chair*. Ask the pupils to draw a picture of their room. Make sure you display their work in the classroom. Then help them file their drawings in their *Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Divide the pupils in groups and assign a piece of furniture (*bed, table, chair, cupboard*) to each group. Ask the groups to look through magazines and find pictures of their piece of furniture and make a collage. Make sure you display their work in the classroom.

Note: For the next lesson, ask the pupils to find a picture of the house of their favourite fairytale character.

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with fairytale characters and their houses.

Language

In this lesson the pupils will learn to **understand**:

- *UK, USA, Germany, France*
- *Belle, Hansel and Gretel, Pocahontas, Jack*

In this lesson the pupils will learn to **use**:

- *Look at (Belle)'s house. Look at the (roof).*
- *(Is it) here in the (cupboard)? / (Is it) there (on the table)?*

Extra Materials

- A map of the world for Ex. 1 (Optional);
- construction paper for the *Ending the Lesson* activity;
- pieces of large card for Ex. 2;
- flashcards (7-16) for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson and say, e.g. *This is my room. Look! This is my bed and my chair*.

Module 2 (Unit 3 - My Home)

OUR WORLD

(Activities to familiarise pupils with fairytale characters and their houses.)

1 Look and draw lines.

Pupils' books open. Say: *Open your books at page forty.* Write the number 40 on the board and hold up your book. Direct the pupils' attention to the flags and the fairytale characters. Point to the French flag and say *France*. If you have a map of the world, put it up on the board and show where France is. Then point to the fairytale character holding the French flag and ask: *Who's this?* Elicit the name: *Belle*. Have a class discussion about the fairytale in L1. If the pupils are not familiar with the character tell them that Belle is a character from *Beauty and the Beast*.

Repeat by pointing to the remaining flags and fairytale characters and eliciting their names. (*Hansel and Gretel - Germany, Pocahontas - USA, Jack from Jack and the Beanstalk - Britain*).

Explain the task. Tell the pupils to match the characters to the houses. Once they finish, have pupils say whose house it is. Demonstrate this yourself first by pointing to the picture of the cottage and saying: *Look at Jack's house. Look at the roof.* Encourage the pupils to point to the parts of the house that they know and name them.

2 Investigation: Find. Make a poster and say.

Tell the pupils they will make a poster using the picture of the house of their favourite fairytale character. Hand out pieces of large cards. The pupils glue their picture on the card to make their posters. Alternatively, the pupils can draw the characters. Make sure you display their work in the classroom.

(Activities to consolidate the language of the unit.)

3 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the circles. Explain the

activity. The pupils have to match the words to the parts of a house. Allow them time to complete the activity. Then, pupils point to the pictures and say, e.g. *Yellow - door*.

Answers

1 c 3 f 5 d
2 e 4 a 6 b

4 Let's Play!

Tell the pupils they are going to play the *Hide the Object* game. Explain the game. Ask a pupil to leave the classroom while you hide an object. The pupil returns to the classroom and asks questions in order to find the object. e.g. *(Is it) here in the cupboard? (Is it) there (on the table)? etc.* Once they find the object, the game is repeated with other pupils.

ENDING THE LESSON



FLASHCARDS (7-16)

Hold up the unit flashcards, one by one, and ask for verification.

e.g. Teacher: (holding roof flashcard) *Roof.*

Pupil 1: *Yes.*

Teacher: (holding cupboard flashcard)

Table.

Pupil 2: *No. etc*

Note: If you wish, you can do some or all of the *Reinforcement & Extension Activities* from the *Teacher's Resource Pack*.

Lesson 6

Objectives

To consolidate the language of the unit.

Language

In this lesson the pupils will **revise**:

- colours
- parts of a house
- in-on

Extra Materials

None.

Module 2 (Unit 3 - My Home)

BEGINNING THE LESSON

Ask the pupils to present the poster they made in the previous lesson and say, e.g. *Look! This is Cinderella's house.*

Colour and say.

Pupils' books open. Say: *Open your books at page forty-two.* Write the number 42 on the board and hold up your book. Say the instructions twice as you mime them. The pupils read and colour the pictures. Allow them time to complete the activity. Check their answers. Then point to the first picture and elicit: *a blue window.* Repeat with as many pupils as you think is necessary.

Look and say.

Say the instructions twice as you mime them. Explain the activity. Point to Alvin and ask: *Where's Alvin?* Elicit: *Alvin's on the chair.* Repeat with the remaining pictures.

Answers

- 2 Frosty is in bed.
- 3 Woody is in the cupboard.
- 4 Erlina is on the table.

ENDING THE LESSON

My Progress 3

Read through the activities. Ask the pupils what activities they liked the most in the unit and have a brief class discussion. Allow the pupils some time to circle their top favourite activity.

Refer the pupils to the *Colour your progress* box. Read the sentences and explain any unknown words. Ask the pupils to look at the drawings of Woody and elicit what emotion each one illustrates (happy, okay, not happy). Ask the pupils to colour in the corresponding figure according to how well they think they have learnt the material.

Point to the *I can ...* grid and read the sentences. Explain each one. Then ask the pupils to tick the correct box according to how well they can perform the task. Advise the pupils to go back through the unit and revise areas they are weak in.

Lesson 1

Objectives

To present and practise the names of toys.

Language

In this lesson the pupils will learn to **understand**:

- *How many (planes)? Let's count!*
- *What have you got?*

In this lesson the pupils will learn to **use**:

- *Yes!/No!*
- *Toys: doll, ball, car, train, plane, teddy.*
- *Here's a (doll).*
- *I've got a (red teddy).*
- *Give me the (teddy) with your (right) hand, please.*

Extra Materials

- Flashcards (7-16) for the *Beginning the Lesson* activity;
- the *My Toys* poster for *Presentation & Practice*;
- flashcards (17-22) for Ex. 4 (*Game*).

BEGINNING THE LESSON



FLASHCARDS (7-16)

Hold up the flashcards (*house, roof, window, floor, wall, door, table, chair, bed, cupboard*), one at a time, and say the word. Ask the pupils to answer *yes* or *no*.

e.g. Teacher: (*holding up the house flashcard*)
house

Pupil 1: *Yes!*

Teacher: (*holding up the floor flashcard*)
table

Pupil 2: *No! etc*

PRESENTATION & PRACTICE

(Activities to present and practise toys.)



Listen, point and say.



POSTER

Pupils' books closed. Put up the *My Toys* poster

on the board. Point to the toys (*doll, ball, car, train, plane, teddy*), one at a time, and say the words. The pupils repeat after you. Point to the toys in random order and say: *Here's a (doll)*. Individual pupils name the toys.

Pupils' books open. Say: *Open your books at page forty-four.* Write the number 44 on the board and hold up your book. Read the title and say/ elicit what it means. Say the instructions twice as you mime them. Play the audio. The pupils listen, point to the toys and repeat. Check their pronunciation and intonation.

Point to the doll and say: *Here's a doll.* The pupils repeat after you. Ask pupils to point to the toys and say, e.g. *Here's a (ball)*.

AUDIOSCRIPT

Doll, ball, car, train, plane, teddy.



Listen and circle. Then sing.

Point to the boy on the poster and say: *boy*. The pupils repeat after you. Do the same with the *girl*. Then point to the *train* and say: *I've got a train!* The pupils repeat after you. Then point to the *ball* and encourage the pupils to finish your sentence: *I've got a (ball)*. Repeat with the *teddy* and the *doll*. Say the instructions twice as you mime them. Play the audio. Ask the pupils to listen to the song and circle the toys they hear. Check their answers. Play the audio again, encouraging the pupils to sing along, while pointing to the toys they have circled.

Answers: train, ball, teddy, doll

AUDIOSCRIPT

*I've got a train,
I've got a ball!*

*I've got a teddy,
I've got a doll!*

*All the girls
And all the boys
Have got a lot of
Lovely toys!*

Module 2 (Unit 4 - My Toys)

Extension

Repeat the song without the audio. Point to the pictures on the poster and encourage the pupils to complete the sentences. Keep the rhythm by clapping your hands or snapping your fingers.

e.g. Teacher: *I've got a ... (pointing to the train)*
Class: *train!*

2 Count and say.

Say the instructions twice as you mime them. Refer the pupils to the picture, point to the toys and elicit the words. Explain the activity. Point to the plane and ask: *How many planes? Let's count! One.* Repeat the question: *How many planes?* Elicit the answer: *One plane.* Repeat the procedure with the rest of the toys.

Answers: 1 plane, 4 cars, 3 balls, 2 trains

3 Choose, colour and say.

Say the instructions twice as you mime them. Refer the pupils to the picture, point to different toys and ask individual pupils to tell you what they are. Explain the activity. Ask the pupils to choose the toys they've got and colour them using the colours they know. Allow them some time to do the colouring. Then individual pupils present their toys.

e.g. Pupil 1: *I've got a yellow teddy bear, a red train and a yellow doll. etc*

4 Let's Play!



FLASHCARDS (17-22)

Explain the game. The pupils sit, preferably in a circle. Put the flashcards of the toys (*doll, ball, car, train, plane, teddy*) in the middle. One pupil turns to the pupil sitting next to them and says: *Give me the (teddy) with your (right) hand, please!* The pupil has to pick the corresponding flashcard and give it to them with the correct hand. Then another player is chosen and the game continues.

Note: If you wish, you can use the flashcards of the previous units as well.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Hand out the toy flashcards to different pupils. Ask each pupil: *What have you got?* Encourage them to answer: *I've got a (ball).* Repeat the activity so that all the pupils participate.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.

Lesson 2

Objectives

To present and practise numbers 6-10. To consolidate numbers 1-5. To explore other subject areas: Maths.

Language

In this lesson the pupils will learn to **understand:**

- *Count six pencils.*
- *What is it? Is it a train?*

In this lesson the pupils will learn to **use:**

- *Numbers 1-10.*
- *(Three) and (three) is (six).*
- *I've got a ...*

Extra Materials

- Flashcards (17-22) for the *Beginning the Lesson* activity;
- templates for the finger puppets from the *Teacher's Resource Pack* for Ex. 3.

BEGINNING THE LESSON



FLASHCARDS (17-22)

Put the flashcards in a pack. Go around the classroom showing individual pupils two or three toys each and asking them to name them.

PRESENTATION & PRACTICE

(Activities to present and practise numbers 6-10.)

Listen, point and say.

Pupils' books closed. Collect ten pencils/pens from the pupils. Hold the pencils up, one by one, and count them aloud. Ask the pupils to join in. Then invite individual pupils to come to the front of the class, take your role and repeat the activity. Finally, say the numbers at random and ask the pupils to count the pencils according to the given number.

e.g. *Teacher: Count six pencils.*

Pupil 1: One, two, three, four, five, six pencils. etc

Pupils' books open. Say: *Open your books at page forty-six.* Write the number 46 on the board and hold up your book. Say the instructions twice as you mime them. Play the audio. The pupils listen, point to the numbers and repeat.

AUDIOSCRIPT

Six, seven, eight, nine, ten.

Count and find.

Say the instructions twice as you mime them. Write the following on the board: $3 + 5 = \dots$. Say: *Three and five is ...*. Elicit the answer: *eight*. Write the number on the board and ask the pupils to do the same in the first speech bubble. Ask the pupils to do the rest of the sums and write the numbers. Go around the classroom, providing any necessary help. Ask pupils to tell you the sums.

e.g. *Pupil 1: Three and three is six.*

Pupil 2: Nine and one is ten.

Pupil 3: Five and two is seven.

Pupil 4: Three and six is nine.

Then ask pupils to find the corresponding toy each child (1-5) has got.

Point to the first child and say: *I've got a train.* The pupils repeat after you. Repeat the same procedure for all the children in the pictures, inviting the pupils to repeat after you.

- | | |
|---------------------|---------------------|
| 2 I've got a teddy. | 4 I've got a plane. |
| 3 I've got a doll. | 5 I've got a ball. |

Memory game (Optional)

Ask the pupils to look at the toys for one minute

before they close their books. Say a number. The pupils name the corresponding toy.

e.g. *Teacher: Ten!*

Pupil 1: Doll! etc

Listen and join.

Point to the incomplete picture and ask: *What is it? Is it a train?* Invite guesses as to what it is. Say the instructions twice as you mime them. Explain the activity. Play the audio, twice if necessary. The pupils listen and join the dots. Point to the completed picture and ask again: *What is it?* Elicit: *(It's) a plane.*

AUDIOSCRIPT

One, eight, six, four, nine, seven, two, ten, three, five, one.

Extension

Allow the pupils time to colour the plane. Colour your plane, hold up your book and say: *I've got a (red) plane.* Ask individual pupils to hold up their book and present their plane to the rest of the class.

Make and sing.

Before going into class

Photocopy the finger puppets templates from the *Teacher's Resource Pack*, one photocopy for each pupil.

Refer the pupils to the picture and say the instructions twice as you mime them. Show them your model and ask the pupils to cut out and colour their finger puppets. Provide any necessary help.

Put on your finger puppets and say: *Count with me!* The pupils do the same and repeat after you. Then say: *Count with me to ten!* The pupils repeat after you. Say the numbers as you wiggle the corresponding fingers. The pupils do the same. Play the audio. The pupils listen and do the actions. Play the audio again. The pupils sing and do the actions.

Module 2 (Unit 4 - My Toys)

AUDIOSCRIPT

Count with me,
Count with me to ten:
One, two, three, four, five, six,
Seven, eight, nine and ten!

Extension

Ask the pupils, in pairs, to show a finger puppet to their partner and they have to say which number is shown each time. Go around the classroom monitoring the pairs.

ENDING THE LESSON

(An activity to review numbers 1-10.)

Ask the pupils to choose a number from 1-10. Ask them to write it on a piece of paper and decorate their paper with toys denoting that number, e.g.



Display their work grouping them by number, i.e. all the 1's together, etc.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3, 4 and 5 from the *Activity Book* during this lesson or the next one.

Lesson 3

Objectives

To listen to a story about the characters playing with their toys. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *Let's play!*

In this lesson the pupils will learn to **use**:

- *Where's the ball?*
- *It's in the tree!*
- *I've got a (doll)!*

Extra Materials

- Sheets of paper for the *Beginning the Lesson* activity;
- the *My Toys* poster for *Presentation & Practice*.

BEGINNING THE LESSON

Provide each pupil with a sheet of paper. Ask them to draw outlines of their hands on it and colour them in. Write the numbers 1-10 on the board. Ask the pupils to write the numbers, in sequence, above each finger. Then they present their drawings to the class.

PRESENTATION & PRACTICE

(Activities to present the story and develop pupils' listening skills.)

Listen and look.

POSTER

Pupils' books closed. Use the *My Toys* poster to present the story. Explain to the pupils, in L1 if necessary, that the characters have got a lot of toys and want to play. Point to the toys in the first picture and elicit their names. Then say: *Let's play!* The pupils repeat after you. Point to Frosty in the second picture and say: *Lovely toys!* The pupils repeat after you. Repeat with the rest of the pictures.

Module 2 (Unit 4 - My Toys)

Pupils' books open. Say: *Open your books at page forty-eight.* Write the number 48 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the characters and the toys they know.

e.g. Pupil: *(pointing to Alvin in Frame 1)*
(This is) Alvin! etc

Play the audio and ask the pupils to point to the corresponding pictures as they listen to the audio. Show them what to do by holding up your book and pointing. Play the audio again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. Teacher: *Let's ...*
Class: *play! etc*

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage them to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

AUDIOSCRIPT

Frame 1

Alvin: *Let's play!*

Frame 2

Frosty: *Lovely toys!*

Frame 3

Erlina: *I've got a doll!*

Frame 4

Woody: *I've got a ball!*

Frame 5

Woody: *Let's play!*

Frame 6

Frosty: *Where's the ball?*

Alvin: *It's in the tree.*

Frame 7

Frosty: *Look! I've got a plane!*

Read the question at the bottom of page 49. Ask the pupils to draw a happy face or a sad face, depending on whether they like the story or not.

Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask individual pupils to come to the board, say: *I've got a ...* and mime a toy. The rest of the class has to guess what it is.

e.g. Pupil 1: *I've got a ... (mimes flying)*
Class: *plane! etc*

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 6 from the *Activity Book* during this lesson or the next one.

Note: For the next lesson, ask each pupil to bring an empty coffee can to class.

Lesson 4

Objectives

- To talk about how we can recycle an empty coffee can by using it for multiple purposes.
- To consolidate the language used in the unit.
- To distinguish between big and small items. To draw a picture of a toy.

Language

In this lesson the pupils will learn to **understand:**

- *recycle*
- *coffee can, money box, marbles*

In this lesson the pupils will learn to **use:**

- *big/small*
- *The (big ball) is in the (big box).*
- *This is my (teddy). It's my favourite toy.*

Extra Materials

- Coffee can for Ex. 2 (*Game*).

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow along in their books.

Module 2 (Unit 4 - My Toys)

PRESENTATION & PRACTICE

(Activities to talk about recycling a coffee can.)

1 Colour.

Pupils' books closed. Ask the pupils, in L1, if they know what *recycling* is (*processing and using old materials for new purposes*) and what kind of materials we can *recycle* (e.g. *plastic, aluminium, paper, glass*). Ask them if they recycle any materials at home or at school.

Before going into class

Have an empty coffee can ready to use.

Pupils' books open. Say: *Open your books at page fifty.* Write the number 50 on the board and hold up your book. Say the instructions twice as you mime them. Hold up the *coffee can* and say the word for it. The pupils repeat after you. Tell the pupils that, instead of throwing them away, we can use empty coffee cans for multiple purposes. Point to the pictures and explain to the pupils that we can use an empty *coffee can* to keep *marbles* in, or we can use it as a *money box* to save money, or as a *pencil holder*. Ask the pupils to colour the coffee cans as they wish.

Note: It is important that the pupils learn the importance of recycling. The pupils should be encouraged to go home and try and reuse cans to make other things. This depends to a great extent on how enthusiastic and eager we teachers are when we present this activity. If the pupils see that we love making things out of recycled cans, they will do it even if it is just to please us.

2 Let's Play!

Say the instructions twice as you mime them. Collect five empty coffee cans from the pupils and write numbers 1-5 on them. Time permitting, ask the pupils to decorate them. Put the cans in a row and use a rubber to demonstrate the game. Stand opposite the coffee cans and say the number (1-5) you will be aiming at, e.g. 2. Try to throw the rubber in can Number 2. If the rubber gets into the can, you get 1 point and you can play again. If the rubber falls out of the can, you miss a turn and

it is the other player's turn to play. The pupils play the game in two teams. The team with the most correct shots (points) wins the game.

Note: Instead of a rubber, you can use other objects as well, such as a coin, a marble, a button, etc.

3 Look and match.

Draw a big and a small ball on the board. While you are doing this, say: *Look, a **big** ball. Look, a **small** ball.* Emphasise the words *big* and *small*, and ask the pupils to repeat after you. Then ask the pupils to draw big and small balls in the air, according to your instructions.

Say the instructions twice as you mime them. Explain the task. The pupils have to put the big toys in the big box and the small toys in the small box. Allow them time to complete the activity. Then point to the picture of the big teddy and say: *a **big** teddy.* Point to the arrow and follow the course of the teddy into the big box. Say: *The **big** teddy is in the **big** box.* The pupils repeat after you. Invite individual pupils to say similar sentences for the rest of the toys.

The small teddy is in the small box.

The big doll is in the big box.

The small doll is in the small box.

The big train is in the big box.

The small train is in the small box.

The big ball is in the big box.

The small ball is in the small box.

4 Portfolio Project: Draw and say.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture and elicit the toy. Then say: *This is my teddy toy. It's my favourite toy.* Ask the pupils to draw a picture of their favourite toy. Make sure you display their work in the classroom. Then help them file their drawings in their *Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask a pupil to come to the board. Say: *A big*

Module 2 (Unit 4 - My Toys)

ball. The pupil draws a big ball on the board. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 7 from the *Activity Book* during this lesson or the next one.

Note: For the next lesson, ask the pupils to find pictures of toys from their country.

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Mexican culture. To talk about popular toys in the UK/ Mexico.

Language

In this lesson the pupils will learn to

understand:

- *UK, Mexico*
- *toys (teddy, balero)*

In this lesson the pupils will learn to **use:**

- *(Three) and (two) is (five). (Five) is (blue)!*
- *I've got a big car. Kelly's got a small car.*

Extra Materials

- A map of the world for Ex. 1 (Optional);
- flashcards (17-22) for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson and say, e.g. *This is my train. It's my favourite toy.*

OUR WORLD

(Activities to familiarise pupils with aspects of British and Mexican culture and explore their own.)

Look. Then circle the odd one out.

Pupils' books closed. Ask the pupils, in L1 if necessary, which toys are the most popular in their country. Explain to them that today they are going

to learn about popular toys in the UK and Mexico and talk about popular toys in their country.

Pupils' books open. Say: *Open your books at page fifty-two.* Write the number 52 on the board and hold up your book. Point to the British flag and say: *UK.* If you have a map of the world, put it up on the board and show where the UK is. Repeat the same procedure with the flag of Mexico. Point to the first picture and say/ elicit the toy (*teddy*). Point to the second picture and elicit that it is a *balero*.

Point to the groups of pictures below. Ask the pupils to look carefully at each group of toys and circle the odd toy out.

The pupils circle: The 2nd teddy, the 3rd balero, the 4th plane.

Investigation: Find. Make a collage and say.

Tell the pupils they will make a collage using the pictures of the toys from their country. Hand out pieces of card. The pupils glue their pictures on the card to make their collages. Alternatively, the pupils can draw the toys. Make sure you display their work in the classroom.

(Activities to consolidate the language of the unit.)

Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the squares. Explain the activity. The pupils have to match the words to the toys. Allow them time to complete the activity. Then, pupils point to the pictures and say, e.g. *Yellow - doll.*

Answers

1 e	3 a	5 c
2 f	4 d	6 b

Extension

Name an object. Ask a pupil to tell you the colour of the square.

e.g. *Teacher: Plane!*

Pupil 1: Red! etc

Module 2 (Unit 4 - My Toys)

4 Count and colour.

Say the instructions twice as you mime them. Point to the picture of the train and the sums. Tell the pupils to calculate the sums and colour each part of the train according to the corresponding number deriving from the sum. Then point to each sum and say: *e.g. Three and two is five. Five is blue! etc.*

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)



FLASHCARDS (17-22)

The pupils work in pairs. Provide each pupil with a sheet of paper. Hand out a toy flashcard to each pair and ask them to draw the item given. One draws a big toy and the other draws a small toy, *e.g. a small car and a big car*. Invite the pupils to tell you about their pictures.

e.g. Pupil 1: I've got a big car. Kelly's got a small car. etc

Note: If you wish, you can do some or all of the *Reinforcement & Extension Activities* from the *Teacher's Resource Pack*.

Lesson 6

Objectives

To consolidate the language of the unit.

Language

In this lesson the pupils will revise:

- toys
- numbers 6-10
- big-small

Extra Materials

None.

BEGINNING THE LESSON

Ask the pupils to present the collage they made in the previous lesson and say, *e.g. A train, a plane, a car.*

1 Count and circle.

Pupils' books open. Say: *Open your books at page fifty-four.* Write the number 54 on the board and hold up your book. Say the instructions twice as you mime them. The pupils count the toys and circle the correct numbers. Allow them time to complete the activity. Check their answers.

Answers

1 8 2 6 3 10

2 Circle the odd one out. Point and say.

Say the instructions twice as you mime them. Elicit which toys are big and which toys are small. Explain the activity. The pupils have to look at each group of toys and circle the odd one out. Allow them time to complete the activity. Check their answers. Then pupils point to the toys and say: *A big train, a big train, a small train.* Repeat with as many pupils as you think is necessary.

Answers

1 the small train 2 the big plane

ENDING THE LESSON

My Progress 4

Read through the activities. Ask the pupils what activities they liked the most in the unit and have a brief class discussion. Allow the pupils some time to circle their top favourite activity.

Refer the pupils to the *Colour your progress* box. Read the sentences and explain any unknown words. Ask the pupils to look at the drawings of Woody and elicit what emotion each one illustrates (happy, okay, not happy). Ask the pupils to colour in the corresponding figure according to how well they think they have learnt the material.

Point to the *I can ...* grid and read the sentences. Explain each one. Then ask the pupils to tick the correct box according to how well they can perform the task. Advise the pupils to go back through the unit and revise areas they are weak in.

Note: Bring pictures of the toys or real toys for *Beginning the Lesson* (Unit 5).

Lesson 1

Objectives

To present and practise parts of the face.

Language

In this lesson the pupils will learn to **understand**:

- *What's this?*
- *Touch your eyes.*
- *How many eyes?*
- *What colour is it?*

In this lesson the pupils will learn to **use**:

- *Parts of the face: nose, hair, ears, eyes, mouth, tongue.*
- *He's got (one big eye).*
- *Look at me! I've got (five big eyes and one big mouth).*

Extra Materials

- Toys or pictures of the toys from Unit 4 for the *Beginning the Lesson* activity;
- the *My Face* poster for *Presentation & Practice*;
- paper plates for Ex. 4.

BEGINNING THE LESSON

Welcome your class by saying *Hello!* Encourage the pupils to greet you back. Review the vocabulary from Unit 4. Before the lesson, hide real toys (or pictures with toys) in the classroom. Ask the pupils to look round the class and see if they can find them. Once they do, they show the toy to the class and name it.

PRESENTATION & PRACTICE

(Activities to present and practise the vocabulary of the unit.)

Listen, point and say.



POSTER

Pupils' books closed. Put up the *My Face* poster on the board. Point to the parts of the face (*nose, hair, ears, eyes, mouth, tongue*), one at a time,

and present them. The pupils repeat after you. Then point to the different parts of the face in random order and ask questions. Elicit responses from the pupils. Demonstrate this yourself first.

e.g. *Teacher: (pointing to the nose) What's this?*
Class: (It's a) nose. etc

Pupils' books open. Say: *Open your books at page fifty-six.* Write the number 56 on the board and hold up your book. Say the instructions twice as you mime them. Play the audio. The pupils listen, point and repeat.

AUDIOSCRIPT

Nose, hair, ears, eyes, mouth, tongue.

Listen and point. Then sing.

Say the instructions twice as you mime them. Elicit the names of the different parts of the face by pointing and asking: *What's this?* Pre-teach the word *touch*. Touch your nose with your finger and say: *Touch your nose.* The pupils mime the action and repeat after you. Now pull your tongue out and say: *Pull your tongue out.* The pupils mime the action and repeat after you. Explain the activity. Play the audio. The pupils listen and do the actions.

Play the audio again. The pupils listen, point and sing along.

AUDIOSCRIPT

<i>Touch your nose,</i>	<i>Touch your eyes,</i>
<i>Touch your hair,</i>	<i>Touch your mouth,</i>
<i>Touch your ears,</i>	<i>Pull your tongue</i>
<i>There and there!</i>	<i>Right out!</i>

Look and find.

Tell the pupils to look at the pictures in their books. Explain the activity. The pupils find the parts of the face in the picture and point to them. Then play the *Touch* game.

e.g. *Teacher: Touch your eyes!*
Pupils: (touch their eyes) etc

Extension

Draw an oval shape on the board. Say: *face*. Ask

Module 3 (Unit 5 - My Face)

the pupils to copy it onto a piece of paper and hand it to the pupil on their right. Ask the pupils to draw a nose on the face and pass it to the pupil on their right. Continue with the *hair, eyes, ears, mouth* and *tongue*. When they have finished, collect the faces and show them to the class.

3 Listen and number.

Explain the listening activity. Tell the pupils they are going to listen and number the characters. Point to the first monster and ask: *How many eyes?* Elicit the answer: *One*. Point to his hair and ask: *What colour is it?* Elicit the answer: *Orange*. Follow the same procedure with the rest of the monsters. Play the audio as many times as you feel is necessary to do the task. Check the pupils' answers.

Then have the pupils describe the monsters, e.g. *He's got one eye and one big mouth*. During this stage, draw pupils' attention to the use of *he* for men and *she* for women.

Answers: 2, 4, 3, 1

AUDIOSCRIPT

One: *I've got green hair and three eyes.*

Two: *I've got one eye and one big mouth.*

Three: *I've got three eyes and four ears.*

Four: *I've got pink hair and four eyes.*

4 Make and say.

Before going into class

Bring in paper plates, one per pupil.

Tell the pupils that they are going to make a monster mask. Show them your model and hand out the paper plates. Guide the pupils through the cutting and colouring of their masks. Go around the classroom while the pupils make their masks, point to the parts of the face and ask the pupils to name them.

Upon completion of their masks, the pupils hold their masks over their faces and describe themselves. Demonstrate this yourself first, e.g. *Look at me! I've got five big eyes and one big mouth*. Then they hand in their masks to be displayed.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the pupils to choose one facial feature (e.g. *nose*). The pupils draw and colour as many different shapes and sizes of noses, hair, mouths, etc, as they can think of. Go around the classroom providing any necessary help. Display their work in the classroom.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.

Lesson 2

Objectives

To talk about how to keep clean. To explore other subject areas: Health and Safety.

Language

In this lesson the pupils will learn to **understand**:

- *Woody is dirty.*
- *shampoo, brush, soap, toothpaste*
- *Now Woody is clean.*
- *What's this?*

In this lesson the pupils will learn to **use**:

- *wash your hands, wash your face, brush your teeth, brush your hair*
- *It's a/an...*
- *(It's) orange.*

Extra Materials

- Flashcards (29-32) for *Presentation & Practice*;
- a scarf and templates of ears, mouth, eyes and nose from the *Teacher's Resource Pack* for Ex. 2 (*Game*).

BEGINNING THE LESSON

Ask a pair of pupils to come to the board. One pupil names a part of the face and the other touches the corresponding part. Ask the rest of the class for verification. Resume the activity with as many pairs as you think is necessary.

PRESENTATION & PRACTICE

(Activities to present and practise the vocabulary of the lesson.)

Listen, point and say.



FLASHCARDS (29-32)

Pupils' books closed. Put up the flashcards on the board, one at a time. Point to the actions (*wash your hands, wash your face, brush your teeth, brush your hair*), one at a time, and present them. The pupils repeat after you.

Hand out the flashcards to various pupils. Ask the pupils to come to the board, one at a time, show their flashcard and say the corresponding phrase/action. Ask the rest of the class for verification.

Pupils' books open. Say: *Open your books at page fifty-eight.* Write the number 58 on the board and hold up your book. Say the instructions twice as you mime them. Play the audio. The pupils listen, point and repeat.

AUDIOSCRIPT

Wash your hands, wash your face, brush your teeth, brush your hair.

Look and say.

Say the instructions twice as you mime them. Point to the picture of Woody and say: *Woody is dirty.* Have the pupils tell him what to do to get clean. Point to the *shampoo* in the picture and elicit the action: *Wash your hair.* Next, point to the *brush* and elicit: *Brush your hair.* Point to the *soap* and elicit: *Wash your hands/face.* Finally, point to the *toothpaste* and elicit: *Brush your teeth.* Say: *Now Woody is clean.*

Let's Play!

Before going into class

Photocopy and cut out the templates of the nose, eyes, ears and mouth from the *Teacher's Resource Pack*.

Say the instructions twice as you mime them. Tell the pupils they are going to play the *Make a Monster* game. Draw a large circle on the board to represent the face. Cut out the ears, mouth, eyes and nose. Show the pupils the cutouts of the ears and elicit the corresponding word. Stick the cutouts on the sides of the circle. Repeat with the remaining cutouts.

Explain the game. Tell the class that they are going to stick the cutouts on the circle to form a face, but they are going to do this blindfolded. Choose a pupil to come to the board. Tie a scarf over their eyes. Remove the cutouts from the board and give them one of them. Ask: *What's this?* Elicit: *It's a/an ...* Tell the pupil to stick it on the board in the correct place. Remove the blindfold so the pupil can see where they have placed the cutout. Repeat with another pupil until all the cutouts have been placed and a 'funny' face has emerged.

Sing and do.

Say the instructions twice as you mime them. Point to the actions, one at a time, and elicit: *wash your hands, wash your face, brush your teeth, brush your hair.* The pupils repeat after you.

Play the audio. The pupils listen and point to the actions. Play the audio again. The pupils mime the actions as they sing along.

AUDIOSCRIPT

*Wash your hands
Up and down, up and down.
Wash your hands
Round and round, round and round.
Wash your hands up and down,
Wash your hands round and round,
Wash your hands round and round like this!*

*Wash your face
Up and down, up and down.
Wash your face
Round and round, round and round.
Wash your face up and down,
Wash your face round and round,
Wash your face round and round like this!*

Module 3 (Unit 5 - My Face)

*Brush your teeth
Up and down, up and down.
Brush your teeth
Round and round, round and round.
Brush your teeth up and down,
Brush your teeth round and round,
Brush your teeth round and round like this!*

*Brush your hair
Up and down, up and down.
Brush your hair
Round and round, round and round.
Brush your hair up and down,
Brush your hair round and round,
Brush your hair round and round like this!*

Extension

Mime one of the actions. Ask pupils to guess.

*e.g. Teacher: (mimes brushing teeth)
Class: Brush your teeth! etc*

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Hand out the flashcards 29-32 (*wash your hands, wash your face, brush your teeth, brush your hair*) to pupils. Play the song again. While the music is playing, pupils pass their flashcard on to the next pupil. When you pause the music, each pupil who is holding a flashcard has to name the action or pay a forfeit, such as sing a song, perform an action, etc.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.

Lesson 3

Objectives

To listen to a story about Frosty and Woody meeting Little Red Riding Hood and the Big Bad Wolf. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *Little Red Riding Hood, Big Bad Wolf*
- *Who's this?*
- *What's this?*

In this lesson the pupils will learn to **use**:

- *Hello!/Bye!*
- *Lovely flowers!*
- *Thank you!*
- *You've got big eyes!*
- *Smile!*

Extra Materials

- Flashcards (29-32) for the *Beginning the Lesson* activity;
- the *My Face* poster for *Presentation & Practice*.

BEGINNING THE LESSON



FLASHCARDS (29-32)

Hold up the flashcards (*wash your hands, wash your face, brush your teeth, brush your hair*), one at a time, and partially cover them with a piece of paper. Invite the pupils to guess what's on the flashcards.

PRESENTATION & PRACTICE

(Activities to present the story and develop pupils' listening skills.)

 **Listen and look.**



POSTER

Pupils' books closed. Use the *My Face* poster to present the story. Explain to the pupils, in L1 if

Module 3 (Unit 5 - My Face)

necessary, that Woody and Frosty are going to meet Little Red Riding Hood and the Big Bad Wolf. Invite the pupils to tell you what they remember from the story. Point to Woody in the first picture and ask: *Who's this?* Elicit: *Woody*. Say as you wave: *Hello!* The pupils repeat after you. Point to the flowers in the second picture and say: *Lovely flowers!* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page sixty.* Write the number 60 on the board and hold up your book. Say the instructions twice as you mime them. Tell the class to look at the story and talk about it with them.

Play the audio and ask the pupils to point to the corresponding pictures as they listen to the audio. Show them what to do by holding up your book and pointing. Play the audio again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. *Teacher: Lovely...*

Pupil 1: flowers! etc.

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage them to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

AUDIOSCRIPT

Frame 1

Woody: *Hello!*

Girl: *Hello!*

Frame 2

Frosty: *Lovely flowers!*

Girl: *Thank you!*

Frame 3

Frosty: *Bye!*

Frame 4

Woody: *You've got big eyes!*

Frame 5

Frosty: *You've got big ears!*

Frame 6

Woody: *You've got big teeth!*

Frame 7

Frosty: *Smile!*

Read the question at the bottom of page 61. Ask the pupils to draw a happy face or a sad face depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Ask a child to be the 'photographer'. The pupil goes around 'taking pictures'. Ask them to say *Smile!* before they take the picture. Alternatively, you can use a real camera.

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 5 from the *Activity Book* during this lesson or the next one.

Lesson 4

Objectives

To identify animals according to their facial characteristics. To consolidate the language learnt in the unit. To draw a picture of Mr/Miss Potato.

Language

In this lesson the pupils will learn to **understand**:

- *cat, dog*
- *This is a (cat). It's got (small eyes).*
- *What colour?*
- *What's this?*

In this lesson the pupils will learn to **use**:

- *He's got (yellow hair).*
- *Look at (Miss) Potato. (She)'s got (red hair).*

Extra Materials

- Sheets of paper for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow along in their books.

Module 3 (Unit 5 - My Face)

PRESENTATION & PRACTICE

(Activities to talk about animals' homes.)

1 Look and circle.

Pupils' books closed. Draw a simple sketch of a cat on the board. Point to it and say: *This is a cat.* The pupils repeat after you. Elicit the parts of the cat's face: *big eyes, small ears, small nose.* Repeat with a sketch of a dog.

Pupils' books open. Say: *Open your books at page sixty-two.* Write the number 62 on the board and hold up your book. Say the instructions twice as you mime them. Ask the pupils to circle the parts of the face that pertain to each animal. Check the pupils' answers.

Cat: 1 b 2 a 3 a

Dog: 1 b 2 a 3 a

2 Listen and colour.

(An activity to consolidate colours and revise parts of the face.)

Point to the picture. Point to the shoes and ask: *What colour?* Elicit: *Blue.* Revise the parts of the face by asking: *What's this?* Say the instructions twice as you mime them. Play the audio, twice if necessary. The pupils listen and colour in the picture. Once they finish, they describe the picture, e.g. *He's got yellow hair, ...*

AUDIOSCRIPT

Colour the hair yellow.

Colour the eyes blue.

Colour the ears red.

Colour the nose green.

Colour the hands pink.

Extension

Divide the class into two teams. Ask pupils to look at the picture in Ex. 2 for a minute and then close their books. Ask questions about the colour of each part of the body. Each correct answer gets one point. The team with the most points is the winner.

e.g. *Teacher: What colour is his hair?*

Pupil 1 Team A: Yellow.

Teacher: Correct! Team A gets 1 point. What colour is his nose?

Pupil 1 Team B: Blue.

Teacher: Wrong! etc

3 Portfolio Project: Draw and say.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture of Mr Potato. Then say: *This is Mr Potato!* Ask the pupils to draw a similar picture of either Mr or Miss Potato. Make sure you display their work in the classroom. Then help them file their drawings in their *Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Hand out a sheet of paper to each pupil and have them draw a strange animal face, one that is different from other animals. Then in pairs, the pupils take turns describing their animals. Tell pupils to give their animals a name. Ask some pupils to report back to the class.

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 6 from the *Activity Book* during this lesson or the next one.

Note: For the next lesson, ask the pupils to bring pictures of their favourite cartoon characters.

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Japanese culture. To talk about cartoon characters in the UK/Japan.

Language

In this lesson the pupils will learn to **understand**:

- UK, Japan
- *Stitch, Mickey Mouse, Pinocchio, Lightning McQueen from Cars*

In this lesson the pupils will learn to **use**:

- *It's got (small eyes).*
- *This is (Pinocchio). He's got (a big nose).*

Extra Materials

- A map of the world for Ex. 1 (Optional);
- clay or plasticine for the *Ending the Lesson* activity;
- pieces of large card for Ex. 2.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson and say, e.g. *Look at Miss Potato. She's got red hair, green eyes, yellow ears, a blue nose and orange hands.*

OUR WORLD

(Activities to familiarise pupils with aspects of British and Japanese culture and explore their own.)

1 Look. Then match.

Pupils' books open. Say: *Open your books at page sixty-four.* Write the number 64 on the board and hold up your book. Point to the Japanese flag and say: *Japan.* If you have a map of the world, put it up on the board and show where Japan is. Ask the pupils if they know anything about Japan and have a class discussion in L1 (e.g. *famous people, cities, cartoon characters, etc.*). Explain to the pupils that in this section they will learn about popular cartoon characters. Tell the pupils to look at

the Japanese cartoon character. Point to the picture of Pikachu and say: *This is Pikachu. Look! It's got big ears.* Repeat, this time asking the pupils to complete your sentences.

e.g. *Teacher: It's got ...*

Class: big ears. etc

Point to the British flag and say: *UK.* Point to the picture of Wallace and Gromit and say: *This is Wallace and Gromit.* Point to Wallace and say: *Look! He's got a big nose.* Ask the pupils to describe the cartoon characters.

Next, focus the pupils' attention on the remaining cartoon characters and ask them to name the ones they know (*Pinocchio, Mickey Mouse, Stitch, Lightning McQueen*). Point to Pinocchio's nose and elicit: *He's got a big nose.* Repeat with the rest of the cartoon characters.

Explain the task. Tell the pupils to match the parts of the face on the puzzle pieces to the cartoon characters. Then point to each cartoon character and have pupils describe them, e.g. (*pointing to Mickey*) *He has got big ears. etc*

2 Investigation: Find. Make a poster and say.

Tell the pupils they will make a poster using the pictures of their favourite cartoon characters. Hand out pieces of large card. The pupils glue their pictures on the card to make their posters. Make sure you display their work in the classroom.

(Activities to consolidate the language of the unit.)

3 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the squares. Explain the activity. The pupils have to match the words to the parts of the face. Allow them time to complete the activity. Then, pupils point to the pictures and say, e.g. *Yellow - hair.*

Answers

- | | | |
|-----|-----|-----|
| 1 c | 3 a | 5 d |
| 2 f | 4 e | 6 b |

Module 3 (Unit 5 - My Face)

Extension

Say the colour of a square. Ask a pupil to tell you the part of the face in that square.

e.g. Teacher: Orange.
Pupil 1: Ears! etc

4 Let's Play!

Tell the pupils they are going to play the *Mirror Me* game. Ask the pupils, in pairs, to stand facing each other. One pupil is the leader and mimes an action, e.g. *brush your teeth*, and their partner has to follow as accurately as possible, as if looking in the mirror. The rest of the class names the action.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Tell the pupils that they are going to make a face of an animal or monster using plasticine or clay. Then they report back to the class, e.g. (a monster's face) *Look! It's got three eyes, two noses, etc.*

Note: If you wish, you can do some or all of the Reinforcement & Extension Activities from the *Teacher's Resource Pack*.

Lesson 6

Objectives

To consolidate the language of the unit.

Language

In this lesson the pupils will **revise**:

- *parts of the face*
- *how to keep clean and healthy*
- *simple instructions*

Extra Materials

None.

BEGINNING THE LESSON

Ask the pupils to present the poster they made in the previous lesson and say, e.g. *This is Cinderella. She's got blue eyes.*

1 Match. Then point and say.

Pupils' books open. Say: *Open your books at page sixty-six.* Write the number 66 on the board and hold up your book. Say the instructions twice as you mime them. The pupils have to match the phrases to the pictures. Allow them time to complete the activity. Check their answers. Then pupils point to the pictures and say: *a - big eyes, etc.* Repeat with as many pupils as you think is necessary.

Answers

a 2 b 1

2 Choose.

Say the instructions twice as you mime them. Point to the first picture and say: *Touch your right ear.* Elicit what the remaining pictures show. Explain the activity. Read the sentences and ask the pupils to choose the correct picture. Check their answers.

Answers

1 A 2 B 3 B 4 B

ENDING THE LESSON

My Progress 5

Read through the activities. Ask the pupils what activities they liked the most in the unit and have a brief class discussion. Allow the pupils some time to circle their top favourite activity.

Refer the pupils to the *Colour your progress* box. Read the sentences and explain any unknown words. Ask the pupils to look at the drawings of Woody and elicit what emotion each one illustrates (happy, okay, not happy). Ask the pupils to colour in the corresponding figure according to how well they think they have learnt the material.

Point to the *I can ...* grid and read the sentences. Explain each one. Then ask the pupils to tick the correct box according to how well they can perform the task. Advise the pupils to go back through the unit and revise areas they are weak in.

Lesson 1

Objectives

To present and practise the names of food items.

Language

In this lesson the pupils will learn to **understand**:

- *What's this?*

In this lesson the pupils will learn to **use**:

- Food: *bananas, eggs, milk, sandwiches, biscuits, cheese.*
- *I like (biscuits). Give me some, please. Here you are. Thank you!*
- *Look! (Bananas, eggs and sandwiches)!*

Extra Materials

- Flashcards (23-32) for the *Beginning the Lesson* activity;
- the *My Food* poster for *Presentation & Practice*;
- templates of lunchbox and food items from the *Teacher's Resource Pack* for Ex. 4 (*Craftwork*);
- flashcards (33-38) for the *Ending the Lesson* activity.

BEGINNING THE LESSON



FLASHCARDS (23-32)

Display the flashcards on your desk. Ask a pair of pupils to come to the front. Give them blu-tack and ask them to attach the cards on the board in the order you call them out. Ask the rest of the class for verification. Repeat the procedure with more pairs.

PRESENTATION & PRACTICE

(Activities to present and practise the vocabulary of the unit.)



POSTER

Listen, point and say.

Pupils' books closed. Put up the *My Food* poster

on the board. Point to the food items (*bananas, eggs, milk, sandwiches, biscuits, cheese*), one at a time, and present them. The pupils repeat after you. Point to the different items in random order. Individual pupils name the items.

Pupils' books open. Say: *Open your books at page sixty-eight.* Write the number 68 on the board and hold up your book. Say the instructions twice as you mime them. Play the audio. The pupils listen, point and repeat.

AUDIOSCRIPT

Bananas, eggs, milk, sandwiches, biscuits, cheese.



Listen and circle.

Elicit the names of the food items by pointing and asking: *What's this?* Point to the bananas and say: *I like bananas. Give me some, please.* The pupils repeat after you. Repeat the procedure with the rest of the food items. Say the instructions twice as you mime them. Play the audio. The pupils listen and circle the items they hear (*bananas, biscuits, sandwiches*). Then point to a food item, e.g. *biscuits*, rub your stomach and say: *I like (biscuits).* Ask pupils to make similar sentences about the food items on the table.

AUDIOSCRIPT

*I like bananas,
Bananas, bananas.
I like bananas,
Give me some, please.*

*I like biscuits,
Biscuits, biscuits.
I like biscuits,
Give me some, please.*

*I like sandwiches,
Sandwiches, sandwiches.
I like sandwiches,
Give me some, please.*



Sing.

Play the audio from Ex. 1. The pupils listen and sing along.

Module 3 (Unit 6 - My Food)

Extension

Divide the class into three groups and assign each a verse from the song. The pupils sing along every time their verse is heard.

Look and draw.

Tell the pupils to look at the pictures of the food items in their books. Elicit their names. Explain the activity. The pupils draw the missing food items in the correct order.

First sequence: sandwich, biscuit

Second sequence: cheese, cheese

Third sequence: egg, milk

Make and play.

Before going into class

Photocopy the lunchbox and the food items templates from the *Teacher's Resource Pack*, one per pupil.

Tell the pupils that they are going to make a lunchbox. Show them your model. Guide them through the cutting and colouring of their lunchboxes. Then ask them to cut out, colour the food items and spread them in front of them.

Upon completion, the pupils work in pairs. Pupils take turns to say which food items they like. Their partner hands them the food items to be put in their lunchboxes.

e.g. Pupil 1: I like bananas. Give me some, please.

*Pupil 2: (hands over the bananas for Pupil 1 to put in their lunchbox)
Here you are.*

Pupil 1: Thank you! etc

As an extension, the pupils can present the food items in their lunchboxes, *e.g. Look! Bananas, eggs and sandwiches! etc*

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

FLASHCARDS (33-38)

Show the food flashcards: *bananas, eggs, milk, sandwiches, biscuits, cheese*. Elicit the words. Put up the flashcards backwards on the board. Above them write the numbers from 1 to 6 in sequence. Ask a pupil to choose a number and guess what the flashcard is, *e.g. 2 - eggs*. Turn the flashcard over. If it is correct leave it, if not, turn it over again and repeat the procedure with another pupil.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.

Lesson 2

Objectives

To present and practise the names of food/drink items. To explore other subject areas: Health and Safety.

Language

In this lesson the pupils will learn to

understand:

- *What is your favourite food?*
- *Is it (eggs)?*
- *(Six) pupils like (bananas).*

In this lesson the pupils will learn to **use**:

- Food/drink: *tea, pizza, apples, popcorn, ice cream, cola.*
- *My turn!*
- *I like Yummy!*
- *I don't like*
- *Picnics are yummy!*
- *Come on, everyone!*

Extra Materials

- Flashcards (33-38) for the *Beginning the Lesson* activity;
- flashcards (39-44) for *Presentation & Practice*.

BEGINNING THE LESSON

FLASHCARDS (33-38)

Do a class survey. Put up the flashcards of the food items (*bananas, eggs, milk, sandwiches, biscuits,*

cheese) on the board. Ask the pupils: *What is your favourite food?* Point to the flashcards, one at a time, and ask: *Is it eggs?* The children raise their hands when you name their favourite food. Count the hands and write the number under the corresponding flashcard. When you finish the survey, say: *(Six) pupils like bananas. etc*

PRESENTATION & PRACTICE

(Activities to present and practise the vocabulary of the unit.)

 **Listen, point and say.**



FLASHCARDS (39-44)

Pupils' books closed. Put up the food flashcards on the board. Point to the food items (*tea, pizza, apples, popcorn, ice cream, cola*), one at a time, and present them. The pupils repeat after you.

Hand out the flashcards to various pupils. Ask the pupils to come to the board, one at a time, show their flashcard and say the corresponding word. Ask the rest of the class for verification.

Pupils' books open. Say: *Open your books at page seventy.* Write the number 70 on the board and hold up your book. Say the instructions twice as you mime them. Play the audio. The pupils listen, point and repeat.

AUDIOSCRIPT

Tea, pizza, apples, popcorn, ice cream, cola.

 **Let's Play!**

Say the instructions twice as you mime them. Tell the pupils that they are going to play a board game. Point to the picture and elicit the names of the items. Ask the pupils, in L1 if necessary, which food/drink items are bad for our teeth and should be avoided and which ones are good.

Explain the rules. The pupils play in pairs and each player needs a counter (*any small object will do*). They place their counters on *Start* and throw the dice, saying the number that comes up. The pupil with the highest number begins the game by saying *My turn!* and moves forward the number of spaces indicated on the dice. If a

pupil lands on a 'bad' food type they colour the corresponding tooth black. The game continues until both pupils reach the end.

When the pupils finish playing, have them show their board games to the class.

 **Listen, draw and say.**

Say the instructions twice as you mime them. Point to the pictures of the food items and elicit their names. Point to the *ice cream* and say: *I like ice cream. Yummy!* The pupils repeat after you. Point to the picture of the *apples* and say: *I don't like apples.* The pupils repeat after you. Explain the activity. Play the audio. The pupils listen and draw a smiley face or a sad face. Then the pupils talk about the pictures by saying: *I like Yummy! or I don't like*

AUDIOSCRIPT

- 1 *I like ice cream. Yummy!*
- 2 *I don't like apples.*
- 3 *I don't like popcorn.*
- 4 *I like pizza. Yummy!*

 **Sing.**

Say the instructions twice as you mime them. Point to the picture and say: *It's a picnic.* Then say: *Picnics are yummy!* The pupils repeat after you. Elicit the food items shown. Then beckon and say: *Come on, everyone!* The pupils repeat after you.

Play the audio. The pupils listen and point to the food items. Play the audio again. The pupils listen and sing along.

AUDIOSCRIPT

*Picnics are yummy,
Picnics are fun!
Popcorn and pizza,
Come on, everyone!*

*Picnics are yummy,
Picnics are fun!
Ice cream and cola,
Come on, everyone!*

Extension

Tell the class they are going to have a picnic with their friends. Ask them to draw the food

Module 3 (Unit 6 - My Food)

items they will take with them. Ask individual pupils to present their drawings to the class. Make a class display.

e.g. *Pupil 1: Picnics are yummy. Look! Ice cream and cola. Come on, everyone!*

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)



FLASHCARDS (39-44)

Put up the flashcards with the food items on the board. Allow the pupils some time to look at them. Then ask the pupils to close their eyes. Remove one of the flashcards. Ask the pupils to open their eyes and tell you which food item is missing. Repeat the activity with the other food items.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.

Lesson 3

Objectives

To listen to a story about the characters having a picnic. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *Who's this?*
- *Let's have a picnic!*

In this lesson the pupils will learn to **use**:

- *What's your favourite food?*
- *(Pizza), yum!*

Extra Materials

- Flashcards (33-44) for the *Beginning the Lesson* activity;
- the *My Food* poster for *Presentation & Practice*.

BEGINNING THE LESSON



FLASHCARDS (33-44)

Put up the flashcards on the board. Ask a pair to come to the front. The pupils ask and answer questions about their favourite food items using the food items on the poster. Demonstrate this yourself first.

e.g. *Pupil 1: What's your favourite food?*

Pupil 2: (pointing to the pizza) Pizza, yummy! What's your favourite food?

Pupil 1: (pointing to the ice cream) Ice cream, yummy! etc

PRESENTATION & PRACTICE

(Activities to present the story and develop pupils' listening skills.)



Listen and look.



POSTER

Pupils' books closed. Use the *My Food* poster to present the story. Explain to the pupils, in L1 if necessary, that Woody and his friends are having a picnic. Point to Erlina in the first picture and ask: *Who's this?* Elicit: *Erlina*. Say as you point to the basket: *Let's have a picnic!* The pupils repeat after you. Point to the food items in the second picture and say: *Look! Sandwiches, biscuits, tea!* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page seventy-two.* Write the number 72 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the characters and the food items they know.

e.g. *Pupil: (pointing to Woody in Frame 1) (This is) Woody! etc*

Play the audio and ask the pupils to point to the corresponding pictures as they listen to the audio. Show them what to do by holding up your book and pointing. Play the audio again. The pupils listen and repeat, chorally and/or individually.

Module 3 (Unit 6 - My Food)

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. *Teacher: Let's have a ...*

Class: picnic! etc

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage them to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

AUDIOSCRIPT

Frame 1

Erlina: Let's have a picnic!

Frame 2

Alvin: Look! Sandwiches, biscuits, tea!

Frame 3

Woody: I like tea. Yummy!

Frame 4

Woody: Tea, Frosty?

Frosty: What's tea?

Frame 5

Frosty: I don't like tea!

Frame 6

Woody: Erlina! Help!

Frame 7

Frosty: Yummy! I like ice cream!

Frame 8

Woody: Picnics are fun!

Read the question at the bottom of page 73. Ask the pupils to draw a happy face or a sad face depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Draw a tree on the board. Tell the pupils that this is a magic tree and any kind of food or drink can 'grow' on it. Ask individual pupils to name a food/drink item. Draw a simple sketch of it on the tree. Continue until all pupils have had a turn and the tree is full.

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 5 from the *Activity Book* during this lesson or the next one.

Lesson 4

Objectives

To talk about food items and say where we get them from. To consolidate the language used in the unit. To draw a picture of one's favourite food.

Language

In this lesson the pupils will learn to **understand**:

- *Does Frosty like (ice cream)?*

In this lesson the pupils will learn to **use**:

- *We get (milk) from a (cow).*

- *Do you like (ice cream), Frosty?*

- *Yes. Yummy!/No.*

- *I like (pizza)! Yummy!*

Extra Materials

- Round pieces of paper for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow along in their books.

PRESENTATION & PRACTICE

(Activities to talk about food items and where we get them from.)

 **Trace. Then draw lines.**

Pupils' books closed. Draw a simple sketch of *two apples* on the board. Ask pupils in L1 to tell you where apples come from. Elicit the answer. Then point to them and say: *We get apples from a tree.* The pupils repeat after you. Draw simple sketches of a *chicken* and a *cow* and present the words.

Pupils' books open. Say: *Open your books at page seventy-four.* Write the number 74 on the board and hold up your book. Say the instructions twice as you mime them. Point to the

Module 3 (Unit 6 - My Food)

outline of the items and elicit their names. Ask the pupils to trace them. Then ask the pupils to draw lines to match. Check the pupils' answers. Finally, the pupils say where we get these food items from.

*We get apples from a tree.
We get bananas from a tree.
We get cheese from a cow.
We get milk from a cow.
We get eggs from a chicken.*

As an extension, pupils can name other food items and say where we get them from.

Look and say.

(An activity to consolidate the vocabulary of the unit.)

Go through the pictures and elicit the names of the items. Explain the activity. Point to the child holding the Alvin puppet and say: *Do you like ice cream, Frosty?* Then point to the child holding the Frosty puppet and say: *Yes. Yummy!* Elicit which food/drink items Frosty likes/doesn't like. Say: *Does Frosty like milk?* Elicit the correct response. Then the pupils use the character puppets and act out the short exchanges. Go around the classroom, providing any necessary help.

(Suggested answers)

A: *Do you like milk, Frosty?*
B: *Yes. Yummy!*

A: *Do you like apples, Frosty?*
B: *Yes. Yummy!*

A: *Do you like ice cream, Frosty?*
B: *Yes. Yummy!*

A: *Do you like biscuits, Frosty?*
B: *Yes. Yummy!*

A: *Do you like tea, Frosty?*
B: *No.*

A: *Do you like eggs, Frosty?*
B: *No.*

A: *Do you like pizza, Frosty?*
B: *No.*

A: *Do you like bananas, Frosty?*
B: *No.*

Portfolio Project: Draw and say.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture of the *pizza*. Then say: *Pizza is my favourite food!* Ask the pupils to draw a picture of their favourite food. Make sure you display their work in the classroom. Then help them file their drawings in their *Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Tell the pupils they are going to make a funny pizza. Give each pupil a round piece of paper. Tell them to make their own pizza by drawing the food items they know in English. When they finish, they report back to the class.

*e.g. Teacher: Chris, what's on your pizza?
Chris: Cheese and ice cream!
Class: Yummy!*

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 6 from the *Activity Book* during this lesson or the next one.

Note: For the next lesson, ask the pupils to bring pictures of food they eat with tea in their country.

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British, Chinese and Turkish culture. To talk about tea in the UK/China/Turkey.

Language

In this lesson the pupils will learn to **understand**:

- *UK, China, Turkey*
- *Do you drink tea?*
- *Biscuits and milk, change places!*

In this lesson the pupils will learn to **use**:

- *I like (apples).*

Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- slips of paper with food/drink items drawn on them for the *Ending the Lesson* activity;
- pieces of large card for Ex. 2.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson and say, e.g. *I like sandwiches. Yummy!*

OUR WORLD

(Activities to familiarise pupils with aspects of British, Chinese and Turkish culture and explore their own.)

Look. Then circle.

Pupils' books open. Say: *Open your books at page seventy-six.* Write the number 76 on the board and hold up your book. Point to the British flag and say: *UK.* Explain to the pupils that in this section they will talk about *tea time* in Britain. Point to the picture of the *tea* and tell pupils that drinking afternoon tea is very popular in Britain.

Next, point to the Chinese and Turkish flags, one at a time. If you have a map of the world, put it up on the board and show where *China*

and *Turkey* are. Ask the pupils if they know anything about China/Turkey and have a class discussion in L1 (e.g. *famous people, cities, tea ceremony etc*).

Ask pupils to tell you if they drink tea in their country.

Next, focus the pupils' attention on the food items and tell them to circle the ones that are usually eaten with tea in the UK (*biscuits, sandwiches*).

Investigation: Find. Make a poster and say.

Tell the pupils they will make a poster using the pictures of foods they eat with tea in their country. Hand out pieces of large card. The pupils glue their pictures on the card to make their posters. Make sure you display their work in the classroom.

(Activities to consolidate the language of the unit.)

Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the squares. Explain the activity. The pupils have to match the words to the pictures of the food items. Allow them time to complete the activity. Then, pupils point to the pictures and say, e.g. *Yellow-bananas.*

Answers

- | | | |
|-----|-----|-----|
| 1 b | 3 d | 5 c |
| 2 f | 4 a | 6 e |

Extension

Name a food item. Ask a pupil to tell you the colour of the square.

e.g. *Teacher: Milk!*

Pupil 1: Red! etc

Let's Play!

Ask the pupils to look at the pictures. Point to the picture of the boy and say: *I like apples.* The pupils repeat after you. Then point to the picture of the girl and say: *I like apples and milk.* The pupils repeat after you.

Module 3 (Unit 6 - My Food)

Tell the class they are going to play the *Add to It* game. Demonstrate this yourself first. Say: *I like bananas*. Choose a pupil to continue by repeating what you said and then saying what they like, e.g. *I like bananas and apples*. Continue the game until everyone has had a turn.

ENDING THE LESSON

Before going into class

Prepare slips of paper with simple drawings of food and drink items.

Tell the pupils to form a circle with their chairs. Hand out slips of paper with food/drink items drawn on them. Tell the pupils they must not tell anyone what food/drink item they have. Explain the activity. You stand in the centre and call out a food and drink item, e.g. *Biscuits and milk, change places!* The pupils with the respective items stand up and change places.

Note: If you wish, you can do some or all of the *Reinforcement & Extension Activities* from the *Teacher's Resource Pack*.

Lesson 6

Objectives

To consolidate the language of the unit.

Language

In this lesson the pupils will **revise**:

- food/drink

Extra Materials

None.

BEGINNING THE LESSON

Ask the pupils to present the poster they made in the previous lesson and say, e.g. *Tea and biscuits*.

1 Look and put a tick (✓) or a cross (X).

Pupils' books open. Say: *Open your books at page seventy-eight*. Write the number 78 on the board and hold up your book. Say the

instructions twice as you mime them. The pupils have to look at the lunchboxes and put a tick or a cross next to the food items that are/aren't in the lunchboxes. Allow them time to complete the activity. Check their answers.

Answers

1 pizza ✓ cola X eggs X
bananas ✓ milk ✓ cheese X

2 tea X biscuits X sandwiches ✓
apples ✓ cola ✓ popcorn X

2 Which picture? Look again and match.

Say the instructions twice as you mime them. Explain the activity. Read the sentences. The pupils look at the lunchboxes in Ex. 1 and choose the correct picture. Allow them time to complete the activity. Check their answers.

Answers

A 2 B 1

ENDING THE LESSON

My Progress 6

Read through the activities. Ask the pupils what activities they liked the most in the unit and have a brief class discussion. Allow the pupils some time to circle their top favourite activity.

Refer the pupils to the *Colour your progress* box. Read the sentences and explain any unknown words. Ask the pupils to look at the drawings of Woody and elicit what emotion each one illustrates (happy, okay, not happy). Ask the pupils to colour in the corresponding figure according to how well they think they have learnt the material.

Point to the *I can ...* grid and read the sentences. Explain each one. Then ask the pupils to tick the correct box according to how well they can perform the task. Advise the pupils to go back through the unit and revise areas they are weak in.

Module 4 (Unit 7 - My Animals)

Lesson 1

Objectives

To present and practise the names of animals and identify the sounds they make.

Language

In this lesson the pupils will learn to

understand:

- *What's this?*
- *How many (cows)?*

In this lesson the pupils will learn to **use**:

- Animals: *cat, cow, hen, dog, sheep, horse.*
- *The (sheep) goes (baa)!*
- *Look! Two (yellow cows)!*
- *This is a (cat). The (cat) goes (miaow)!*

Extra Materials

- Flashcards (33-44) for the *Beginning the Lesson* activity;
- the *My Animals* poster for *Presentation & Practice*;
- sheets of paper for the *Ending the Lesson* activity.

BEGINNING THE LESSON



FLASHCARDS (33-44)

Put up the food flashcards from Unit 6. Name a food/drink item at random. Ask pupils to come to the front, point to and name the food/drink item. Ask the rest of the class for verification.

PRESENTATION & PRACTICE

(Activities to present and practise farm animals and the sounds they make.)



Listen, point and say.



POSTER

Pupils' books closed. Put up the *My Animals* poster on the board. Point to the animals (*cat, cow, hen, dog, sheep, horse*), one at a time, and say the word(s). The pupils repeat after you. Point to the animals in random order. The pupils repeat after you.

Make an animal sound. Pupils identify the animal.

e.g. Teacher: Moo!

Class: Cow! etc

Pupils' books open. Say: *Open your books at page eighty.* Write the number 80 on the board and hold up your book. Read the title and say/ elicit what it means. Say the instructions twice as you mime them. Play the audio. The pupils listen, point to the animals and repeat. Check their pronunciation and intonation.

AUDIOSCRIPT

Cat, cow, hen, dog, sheep, horse.



Listen and number. Then sing.

Hold up your book and point to the animals shown in the picture, one at a time, asking the pupils: *What's this?* and eliciting: *It's a ...*. Then point to the dog and say: *The dog on the farm goes woof, woof, woof all day!* The pupils repeat after you. Follow the same procedure with the rest of the animals.

Say the instructions twice as you mime them. Explain the activity to the pupils. Tell them to number the animals in the order they hear them (1-6), while listening to the song. Play the audio. The pupils listen and complete the activity. Play the audio again, encouraging the pupils to sing along.

Answers: dog (1), cat (2), cow (3), hen (4), sheep (5), horse (6)

Module 4 (Unit 7 - My Animals)

AUDIOSCRIPT

*The dog on the farm
Goes woof, woof, woof,
Woof, woof, woof,
Woof, woof, woof!*
*The dog on the farm
Goes woof, woof, woof,
Woof, woof, woof all day!*
*Cat ... miaow
Cow ... moo
Hen ... cluck
Sheep ... baa
Horse ... neigh*

2 Look and find.

Say the instructions twice as you mime them. Refer the pupils to the pictures, point to the animals and elicit the names. Ask the pupils to find the corresponding animals in the picture and say, e.g. *The sheep goes baa! etc*

3 Colour.

Say the instructions twice as you mime them. Refer the pupils to the picture, point to the animals and elicit the names. Point to the cows and ask: *How many cows?* Elicit the correct response: *Two*. Repeat the same procedure with the rest of the animals. Explain the activity. Ask the pupils to colour the animals. Allow them some time to complete the activity.

4 Say.

Say the instructions twice as you mime them. Ask individual pupils to hold up their book for the rest of the pupils to see, and present their picture to the class. Demonstrate this yourself first.

e.g. Pupil 1: Look! Two yellow cows! Three green horses! Three red dogs! Three blue cats! Four orange hens! One pink sheep! etc

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Provide each child with a sheet of A4 paper and ask them to draw an animal of their choice,

present it to the class, and make the sound it makes. Demonstrate this yourself first.

e.g. Pupil 1: This is a cat. The cat goes miaow! etc

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.

Lesson 2

Objectives

To present and practise actions and abilities.
To explore other subject areas: PE and Drama.

Language

In this lesson the pupils will learn to **understand**:

- *(Pips), (fly) like a (bat)!*
- *What can (you) do?*

In this lesson the pupils will learn to **use**:

- Actions: *jump, climb, swim, fly, run.*
- *I'm a (horse) and I can (jump).*
- *It's a (bat). It can (fly).*

Extra Materials

- Flashcards (45-50) for the *Beginning the Lesson* activity;
- flashcards (51-55) for *Presentation & Practice*;
- photocopies of the animals templates from the *Teacher's Resource Pack*, drinking straws and sellotape for Ex. 3 (*Craftwork*).

BEGINNING THE LESSON



FLASHCARDS (45-50)

Place the animal flashcards in random places around the classroom. Next to each flashcard place/write a number from 1-6. Tell the pupils to walk around the classroom while you play the song from the previous lesson. When the music stops, the pupils should stand next to the nearest animal flashcard. Call out a number (1-6) and each group should name the animal and make the corresponding animal sound.

PRESENTATION & PRACTICE

(Activities to present and practise actions.)

Listen, point and say.



FLASHCARDS (51-55)

Pupils' books closed. Put up the flashcards on the board. Point to the actions (*jump, climb, swim, fly, run*), one at a time, and say the word(s). The pupils repeat after you. Point to the actions in random order. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page eighty-two.* Write the number 82 on the board and hold up your book. Say the instructions twice as you mime them. Play the audio. The pupils listen, point and repeat.

AUDIOSCRIPT

Jump, climb, swim, fly, run.

Let's Play!

Ask the pupils to stand in a circle. Assign roles (Pip, Squeak, Wilfred) by going around and patting the pupils on their shoulders. Demonstrate the game. Say: *Pips, fly like a bat!* The pupils that belong in that group, mime flying. Repeat the procedure using the rest of the prompts (*jump like a horse, climb like a cat, swim like a duck, run like a mouse*), as many times as you think is necessary.

Sing and do.

Say as you jump: *I'm a horse and I can jump.* The pupils repeat after you. Follow the same procedure with the rest of the actions. Ask the pupils to point to each picture, mime and say the actions. Play the audio. The pupils listen and do the actions. Play the audio again. The pupils sing and do the actions.

AUDIOSCRIPT

*I'm a horse and I can jump.
I'm a horse and I can jump.
I'm a horse and I can jump.
I can jump like this!*

*I'm a cat and I can climb ...
I'm a duck and I can swim ...
I'm a bat and I can fly ...
I'm a mouse and I can run ...*

Make and play.

Before going into class

Photocopy the animals templates from the *Teacher's Resource Pack* and give one photocopy to each pupil.

Refer the pupils to the picture and say the instructions twice as you mime them. Point to the picture of the boy holding the bat and say: *It's a bat. It can fly.* Hand out the photocopies. Show them your model and guide them through the cutting, colouring and sticking of their animals onto the straws. Invite individual pupils to hold up their animal and present it to class by saying what the animal is and what it can do.

e.g. *Pupil 1: It's a (bat). It can (fly).*

As an extension, you can play the song again and the pupils hold up the animal puppets every time the animals are mentioned.

ENDING THE LESSON

(An activity to review actions.)



FLASHCARDS (51-55)

Invite pupils, one by one, to the front. Hand them an animal flashcard and ask them to mime the action. The rest of the class has to guess what it is. The first pupil to answer correctly comes to the front and the game continues.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.

Module 4 (Unit 7 - My Animals)

Lesson 3

Objectives

To listen to a story about some forest animals helping Woody and Frosty. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *Who's this?*
- *Let's play!*

In this lesson the pupils will learn to **use**:

- *Can you (swim)?*
- *No, but I can (jump)!*
- *Yes, I can!*
- *I can (fly)!*

Extra Materials

- The *My Animals* poster for *Presentation & Practice*.

BEGINNING THE LESSON

Play the song from the previous lesson. The pupils listen and perform the actions.

PRESENTATION & PRACTICE

(Activities to present the story and develop pupils' listening skills.)

Listen and look.

POSTER

Pupils' books closed. Use the *My Animals* poster to present the story. Explain to the pupils, in L1 if necessary, that Woody and Frosty's ball is in the lake and they want their friends to help them get it back. Point to Woody in the first picture and ask: *Who's this?* Elicit: *Woody*. Say, as you point to the ball: *Let's play!* The pupils repeat after you. Point to the ball in the lake in the second picture and say: *Oh, no! Can you swim, Woody?* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page eighty-four.* Write the number 84 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the characters and the animals they know.

e.g. *Pupil 1: (pointing to Woody in Frame 1) (This is) Woody! etc*

Play the audio and ask the pupils to point to the corresponding pictures as they listen to the audio. Show them what to do by holding up your book and pointing. Play the audio again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. *Teacher: Let's ...*
Class: play! etc

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage them to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

AUDIOSCRIPT

Frame 1

Frosty: Let's play!

Frame 2

Frosty: Oh, no! Can you swim, Woody?

Woody: No!

Frame 3

Woody: Can you swim, Ronny?

Ronny: No, but I can jump!

Frame 4

Woody: Can you swim, Bertie?

Bertie: No, but I can fly!

Frame 5

Frosty: Can you swim, Carla?

Carla: No, but I can climb!

Frame 6

Frosty: Can you swim, Daisy?

Daisy: Yes, I can!

Frame 7

Woody: Thank you, Daisy!

Frame 8

Woody: Let's all play!

Read the question at the bottom of page 85. Ask the pupils to draw a happy face or a sad face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Mime an action (*jump, climb, run, swim, fly*). The pupils call out the word. Change the actions quickly to make the activity fun for the pupils. Invite a pupil to come to the front and take your role.

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 5 from the *Activity Book* during this lesson or the next one.

Lesson 4

Objectives

To talk about animals. To consolidate the language used in the unit. To draw a picture of one's favourite animal.

Language

In this lesson the pupils will learn to

understand:

- *What can a (lion) do?*
- *Can you (jump)?*
- *How many animals are there in the farm?*
- *Willow says, jump!*

In this lesson the pupils will learn to **use:**

- *It can (run).*
- *Can you (jump)?*
- *This is my favourite animal. It's a (duck). It can (swim).*

Extra Materials

- Pictures of animals (*a lion, a polar bear, a hippo, a parrot, a flamingo and a penguin*) for *Presentation & Practice*.

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow along in their books.

PRESENTATION & PRACTICE

(Activities to talk about animals.)

Look and colour.

Before going into class

Have the pictures of the animals ready to use.

Pupils' books closed. Put up the animal pictures (*lion, polar bear, hippo, parrot, flamingo, penguin*) on the board. Elicit what the animals can do.

Pupils' books open. Say: *Open your books at page eighty-six.* Write the number 86 on the board and hold up your book. Say the instructions twice as you mime them. Point to the actions and elicit the words and the colours. Explain the activity. Ask the pupils: *What can a lion do?* and elicit responses (*It can run.*). Explain to the pupils that they will colour in a petal using the corresponding colour for *run*. Repeat with the rest of the animals in the pictures, allowing the pupils time to colour the corresponding petals according to the colour of the actions. Then, pupils point to the animals in turn and say: *It can (run) ... etc*

Answers

lion: run – climb – swim

(polar) bear: run – climb – swim

parrot: run – climb – fly

hippo: run – swim

flamingo: run – fly – swim

penguin: run – swim

Circle.

Refer the pupils to the pictures and elicit the actions. Say the instructions twice as you mime them. Explain the activity. The pupils circle the *happy face* or *the sad face* according to what they can/cannot do. Then ask the pupils, in pairs, to ask and answer these questions. Demonstrate this yourself first.

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e.g. Pupil 1: Can you jump?
Pupil 2: Yes./No. etc

3 Portfolio Project: Draw and say.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture and ask: *What's this?* Elicit: *It's a duck.* Ask: *What can a duck do?* Elicit: *It can swim.* Ask the pupils to draw their favourite animal. Make sure you display their work in the classroom. Then help them file their drawings in their *Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Play *Willow says*. Explain to the pupils that they should do the actions only if they are preceded by the phrase *Willow says*. Demonstrate this yourself first.

e.g. Teacher: *Willow says, jump!*
Class: (pupils jump)
Teacher: *Climb!*
Class: (pupils remain still) etc

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 6 from the *Activity Book* during this lesson or the next one.

Note: For the next lesson, ask the pupils to bring a picture of an animal from their country.

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with Australian, Peruvian and Chinese culture. To talk about popular animals in Australia/Peru/China.

Language

In this lesson the pupils will learn to **understand**:

- *Australia, Peru, China*
- *koala, llama, panda*
- *(Peter), can you (fly)?*

In this lesson the pupils will learn to **use**:

- *A (green) (koala) ...*
- *I can (swim).*
- *You're a (duck)!*

Extra Materials

- A map of the world for Ex. 1 (Optional);
- flashcards (45-50) for Ex. 4;
- flashcards (51-55) for the *Ending the Lesson* activity;
- pieces of large card for Ex. 2.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson and say, e.g. *This is my favourite animal. It's a horse. It can jump.*

OUR WORLD

(Activities to familiarise pupils with aspects of Australian, Peruvian and Chinese culture and explore their own.)

1 Look. Then colour.

Pupils' books closed. Ask the pupils, in L1 if necessary, what the most popular animals are in their country. Explain that today they are going to learn about popular animals in Australia, Peru and China.

Pupils' books open. Say: *Open your books at page eighty-eight.* Write the number 88 on the board and hold up your book. Point to the Australian flag and say: *Australia.* If you have a map of the world,

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put it up on the board and show where Australia is. Repeat the same procedure with the flags of *Peru* and *China*. Point to the pictures and ask the pupils to identify the animals. Point to the first picture and say: *koala*. The pupils repeat, chorally and individually. Continue with the other animals: *llama*, *panda*. The pupils repeat, chorally and individually. Ask the pupils if they have heard of these animals and what they know about them.

Point to the groups of pictures below. Ask the pupils to look carefully at each group of pictures and colour the remaining ones according to the sequence the other pictures form. Then pupils point to the animals and say: *A green koala, a yellow koala, ...*

The pupils colour: koalas – green, yellow; llamas – blue, blue; pandas – orange, green

2 Investigation: Find. Make a poster and say.

Tell the pupils they will make a poster using the picture of an animal from their country. Hand out pieces of card. The pupils glue their picture on the card to make their poster. Alternatively, the pupils can draw a picture. Make sure you display their work in the classroom.

(Activities to consolidate the language of the unit.)

3 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the squares. Explain the activity. The pupils have to match the words to the animals. Allow them time to complete the activity. Then, pupils point to the animals and say, e.g. *Yellow-cat*.

Answers

1 c 3 d 5 b
2 f 4 a 6 e

Extension

Say the colour of a square. Ask a pupil to tell you the animal.

e.g. *Teacher: Pink!*
Pupil 1: Sheep! etc

4 Let's Play!

FLASHCARDS (45-50)

Put the flashcards face down on your desk. Ask a pupil to come to the front of the class and pick a flashcard. The pupil says an action that this animal can do. The rest of the class tries to guess the animal. Whoever guesses correctly, comes to the front of the class and the game continues.

e.g. *Pupil 1: (picks the cat flashcard)*
I can climb.

Pupil 2: You're a horse.

Pupil 1: No!

Pupil 3: You're a cat!

Pupil 1: Yes. etc

ENDING THE LESSON

(Activities to consolidate the language of the unit.)

FLASHCARDS (51-55)

Hold up the action flashcards. Ask pupils to answer your questions.

e.g. *Teacher: Peter, can you fly?*
Peter: No. etc

Note: If you wish, you can do some or all of the *Reinforcement & Extension Activities* from the *Teacher's Resource Pack*.

Lesson 6

Objectives

To consolidate the language of the unit.

Language

In this lesson the pupils will learn to **revise**:

- *animals*
- *actions*

Extra Materials

None.

Module 4 (Unit 7 - My Animals)

BEGINNING THE LESSON

Ask the pupils to present the poster they made in the previous lesson and say, e.g. *A bear.*

1 Look and number the pictures.

Pupils' books open. Say: *Open your books at page ninety.* Write the number 90 on the board and hold up your book. Say the instructions twice as you mime them. The pupils have to look at the pictures and number the animals. Allow them time to complete the activity. Check their answers.

Answers

3 4 1 2

2 Look and circle.

Say the instructions twice as you mime them. Elicit the actions. Explain the activity. The pupils have to look at the pictures and circle *yes* or *no*. Allow them time to complete the activity. Check their answers. Then the pupils point to the animals and say, e.g. *It can run.* etc

Answers

1 yes 2 no 3 yes 4 no

ENDING THE LESSON

My Progress 7

Read through the activities. Ask the pupils what activities they liked the most in the unit and have a brief class discussion. Allow the pupils some time to circle their top favourite activity.

Refer the pupils to the *Colour your progress* box. Read the sentences and explain any unknown words. Ask the pupils to look at the drawings of Woody and elicit what emotion each one illustrates (happy, okay, not happy). Ask the pupils to colour in the corresponding figure according to how well they think they have learnt the material.

Point to the *I can ...* grid and read the sentences. Explain each one. Then ask the pupils to tick the correct box according to how well they can perform the task. Advise the pupils to go back through the unit and revise areas they are weak in.

Lesson 1

Objectives

To present and practise the five senses.

Language

In this lesson the pupils will learn to

understand:

- *What can you (smell)?*

In this lesson the pupils will learn to **use**:

- Senses: *see, smell, hear, taste, touch.*
- *snail, rabbit*
- *I can (see) with my (eyes)!*
- *I can (see) a (snail)!*
- *I can (smell) the ..., but I can't (smell) the ...*

Extra Materials

- Flashcards (45-50) for the *Beginning the Lesson* activity;
- the *My Senses* poster for *Presentation & Practice*;
- flashcards (56-60) for the *Ending the Lesson* activity.

BEGINNING THE LESSON



FLASHCARDS (45-50)

Hold up an animal flashcard, e.g. *horse*, and say incorrect statements about the animal. Invite the pupils to respond.

e.g. *Teacher: A horse can fly.*
Pupil 1: No! etc

PRESENTATION & PRACTICE

(Activities to present and practise the five senses.)



Listen, point and say.



POSTER

Pupils' books closed. Put up the *My Senses* poster on the board. Point to the pictures of the senses, one at a time and say the words, e.g. *see a snail, smell a flower, etc.* The pupils repeat

after you. Point to the senses in random order. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page ninety-two.* Write the number 92 on the board and hold up your book. Read the title and say/ elicit what it means. Say the instructions twice as you mime them. Play the audio. The pupils listen, point to the senses and repeat, chorally and/or individually. Check their pronunciation and intonation.

AUDIOSCRIPT

See, smell, hear, taste, touch.



Look and draw lines. Then sing.

Say the instructions twice as you mime them. Hold up your book, point to the symbols of the senses and elicit the parts of the face. Then point to the eyes and say: *I can see with my ...* Invite the pupils to finish your sentence: *eyes.* Repeat with the rest of the symbols. Explain the activity to the pupils. Tell them to match the symbols to the corresponding child in the picture. Check the pupils' answers.

Play the audio. The pupils listen and point to the parts of their face every time they are mentioned. Play the audio again. The pupils listen and point to the parts of their face.

AUDIOSCRIPT

I can see with my eyes.
I can smell with my nose.
I can taste with my tongue.
Yummedy, yummedy, yum!
I can touch with my hands.
I can hear with my ears.
I can do lots of things.
Yippeedee, yippeedee, dee!



Look and find.

Say the instructions twice as you mime them. Refer the pupils to the pictures, point to them and elicit the words. Explain the task. Ask the pupils to locate the small pictures in the picture in Ex. 1. Point to the picture of the snail and say: *I can see a snail.* The pupils repeat after you.

Module 4 (Unit 8 - My Senses)

Then point to the rest of the pictures and elicit similar sentences involving the five senses, i.e. *I can smell a flower. I can touch a cat. I can taste a banana. I can hear a dog.*

3 Circle the odd one out.

Say the instructions twice as you mime them. Explain the activity. Elicit the names of the items and mime the senses. Ask the pupils to circle the item we can't smell, hear or taste. Check their answers. Point to the first group of pictures and say: *I can smell the flower and the pizza, but I can't smell the wall.* The pupils repeat after you. Ask pupils to make similar sentences orally in class.

smell: wall **hear:** pencil **taste:** green

(Suggested answers)

I can hear the cat and the train, but I can't hear the pencil.

I can taste the ice cream and the apple, but I can't taste (the colour) green.

4 Draw.

Say the instructions twice as you mime them. Refer the pupils to the picture and ask them to draw something they can *hear, touch, smell, taste, see* in the corresponding box. Then ask them to present their picture to the class. Demonstrate this yourself first.

(Pupils' own answers)

Variation

The pupils can make a *My Senses* poster. They draw themselves in the centre of a big piece of construction paper and around the drawing things they can *see, hear, taste, touch* and *smell*.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)



FLASHCARDS (56-60)

Put up the flashcards on the board. Point to each one and invite individual pupils to say which of the five senses they depict.

e.g. *Teacher: (pointing to the 'smell' flashcard)*
Pupil 1: Smell! etc

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.

Lesson 2

Objectives

To present and practise the concept of day and night. To explore other subject areas: Science.

Language

In this lesson the pupils will learn to **understand**:

- *Is it (day) or is it (night)?*

In this lesson the pupils will learn to **use**:

- *sun, moon, day, night, stars*
- *It's day/night!*
- *Good morning! Good night!*

Extra Materials

- Flashcards (61-65) for *Presentation & Practice*;
- sheets of paper for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Mime one of the five senses. The pupils have to guess what it is.

e.g. *Teacher: (mimes tasting)*
Pupil 1: taste! etc

PRESENTATION & PRACTICE

(Activities to present and practise the concept of day and night.)

Listen, point and say.



FLASHCARDS (61-65)

Pupils' books closed. Put up the flashcards on the board. Point to the items (*sun, moon, day, night, stars*), one at a time, and say the word.

Module 4 (Unit 8 - My Senses)

The pupils repeat after you. Point to the items in random order. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page ninety-four.* Write the number 94 on the board and hold up your book. Say the instructions twice as you mime them. Play the audio. The pupils listen, point and repeat.

AUDIOSCRIPT

Sun, moon, day, night, stars.

1 Look and draw.

Say the instructions twice as you mime them. Refer the pupils to the picture, point to the corresponding part and elicit *day and night – sun and moon.* Explain the activity. The pupils look at the pictures and draw *a sun* (if the action usually takes place during the day) or *a moon* (if it usually takes place at night). Then, pupils point to the pictures and say, e.g. *It's day.*

ride a bike: It's day.

sleep: It's night.

go to school: It's day.

take a bath: It's night.

watch TV: It's night.

go swimming: It's day.

2 Sing.

Hold up your book and ask as you point to the corresponding part of the picture: *Is it dark or is it light?* The pupils repeat after you. Then ask: *Is it day or is it night?* The pupils repeat after you. Repeat with the rest of the lyrics. Play the audio. The pupils listen and look. Play the audio again. The pupils listen and sing along.

AUDIOSCRIPT

Is it dark or is it light?

Is it day or is it night?

Sun or moon,

Moon or sun,

Looking down at everyone.

3 Let's Play!

Refer the pupils to the picture and read out the example. Explain the game. Ask a pupil to come to the front and mime an action that takes place during the day or at night. The rest of the class has to guess and say: *Good morning!* if the action takes place during the day and *Good night!* if the action takes place at night. The first pupil to answer correctly takes the next turn.

ENDING THE LESSON

(An activity to review the concept of day/night.)

Provide each child with a sheet of paper and ask them to draw an action that takes place during the day or at night and present it to the class by saying: *It's day/night!* Demonstrate this yourself first.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.

Lesson 3

Objectives

To listen to a story about the characters enjoying themselves at a fairy party. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand:**

- *Who's this?*

In this lesson the pupils will learn to **use:**

- *I can (see the moon)!*
- *It's a fairy party!*
- *This is fun!*
- *I love the Magic Forest!*

Extra Materials

- The *My Senses* poster for *Presentation & Practice.*

Module 4 (Unit 8 - My Senses)

BEGINNING THE LESSON

Play the song from the previous lesson. The pupils listen and sing along.

PRESENTATION & PRACTICE

(Activities to present the story and develop pupils' listening skills.)

Listen and look.

POSTER

Pupils' books closed. Use the *My Senses* poster to present the story. Explain to the pupils, in L1 if necessary, that Woody and Frosty are going to a fairy party. Point to Woody in the first picture and ask: *Who's this?* Elicit: *Woody.* Say, as you point to the moon: *Look, Frosty! I can see the moon!* The pupils repeat after you. Point to the music notes in the second picture and say: *Listen! I can hear music!* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page ninety-six.* Write the number 96 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the characters and any items they know.

*e.g. Pupil 1: (pointing to the moon in Frame 1)
(This is) the moon! etc*

Play the audio and ask the pupils to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the audio again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

*e.g. Teacher: Look, Frosty! I can see the ...
Class: moon! etc*

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage them to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

AUDIOSCRIPT

Frame 1

Woody: *Look, Frosty! I can see the moon!*

Frame 2

Frosty: *Listen! I can hear music!*

Frame 3

Woody: *I can smell popcorn!*

Frame 4

Frosty: *I can see Erlina!*

Frame 5

Frosty: *Wow! It's a fairy party!*

Frame 6

Alvin: *Frosty! Woody! Come on!*

Frame 7

Willow: *This is fun!*

Frame 8

Woody: *I love the Magic Forest!*

Read the question at the bottom of page 97. Ask the pupils to draw a happy face or a sad face depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Tell the pupils to make an invitation for the fairy party. If you wish, you can write the following on the board and ask the pupils to copy it on a piece of paper and decorate the invitation.

Dear

Please come to our fairy party!

Love,

.....

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 5 from the *Activity Book* during this lesson or the next one.

Lesson 4

Objectives

To talk about animals we can see at night.
To consolidate the language used in the unit. To draw a picture or make a collage of things connected with day or night.

Language

In this lesson the pupils will learn to **understand**:

- *What can you see?*
- *koala, snail, bat, mouse, lion*
- *(Alvin), what can you see?*
- *Is it day or night?*

In this lesson the pupils will learn to **use**:

- *I can see a (bat) at night.*
- *I can (see) a (cat).*
- *It's (night). I can see (the moon, the stars, a bat).*

Extra Materials

- Egg cartons for Ex. 2.

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow along in their books.

PRESENTATION & PRACTICE

(Activities to talk about animals we can see at night.)

1 Look and say.

Pupils' books closed. Draw a simple sketch of a bat and a moon. Ask pupils in L1 to tell you what they can see. Elicit the answer. Then point to the picture and say: *I can see a bat at night.* Pupils repeat after you. Ask pupils, in L1 if necessary, what other animals they know that they can see at night.

Pupils' books open. Say: *Open your books at page ninety-eight.* Write the number 98 on the board and hold up your book. Say the instructions twice as you mime them. Point to the picture of the koala and say: *koala.* Then say: *I can see a koala at night.* The pupils repeat

after you. Then pupils look at the pictures and make similar sentences orally in class.

- I can see a bat at night.*
- I can see a mouse at night.*
- I can see a lion at night.*
- I can see a snail at night.*

2 Let's make a bat!

Before going into class

You need 3 sections of an egg carton for each bat.

Guide the pupils into making their bats.

Directions

Cut the cartons up. Using a pair of scissors, make a small hole into the head of the bat (middle section). Thread the elastic through and tie a knot. This will enable the bat to bounce around!



Then draw a pair of eyes and a mouth. The bat is ready!

Note: You can show the pupils how to make the bat and ask them to do it at home and bring it to the class for the next lesson.

3 Listen and draw lines.

(An activity to consolidate the vocabulary of the unit.)

Say the instructions twice as you mime them. Elicit what is in the picture by pointing and asking: *What's this?* Play the audio, twice if necessary. The pupils listen and draw lines. Then pupils take roles and ask and answer.

Answers

Pupils draw lines from:

- Alvin to the cat.
- Erlina to the stars.
- Woody to the bat.
- Frosty to the moon.

Module 4 (Unit 8 - My Senses)

AUDIOSCRIPT

- 1 **A:** Alvin, what can you see?
Alvin: I can see the cat.
- 2 **A:** Erlina, what can you see?
Erlina: I can see the stars.
- 3 **A:** Woody, what can you see?
Woody: I can see the bat.
- 4 **A:** Frosty, what can you see?
Alvin: I can see the moon.

4 Portfolio Project: Draw and say.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture and ask: *Is it day or night?* Elicit the answer (*It's night*). Then ask: *What can you see?* Elicit: *I can see the moon, the stars, a bat.* Ask the pupils to draw a similar picture of night or day. Make sure you display their work in the classroom. Then help them file their drawings in their *Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Have the pupils stand up. Say: *It's day.* The pupils think of an action that usually takes place in the day and mime doing it. Repeat with *It's night.*

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 6 from the *Activity Book* during this lesson or the next one.

Note: For the next lesson, ask the pupils to bring pictures of a landmark, a musical instrument and food from their country.

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Italian culture. To talk about things you can see, taste, hear in the UK/Italy.

Language

In this lesson the pupils will learn to **understand:**

- UK, Italy
- Big Ben, fish and chips, bagpipes, Colosseum, violin

In this lesson the pupils will learn to **use:**

- *I can see..., I can taste..., I can hear...*

Extra Materials

- A map of the world for Ex. 1 (Optional);
- sheets of paper for the *Ending the Lesson* activity;
- pieces of large card for Ex. 2.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson and say, e.g. *It's day. I can see the sun.*

OUR WORLD

(Activities to familiarise pupils with aspects of British and Italian culture and explore their own.)

1 Look and trace.

Pupils' books open. Say: *Open your books at page one hundred.* Write the number 100 on the board and hold up your book. Point to the British flag and elicit the country: *UK.* Explain to the pupils that in this section they will talk about famous landmarks (*things we can see*), food (*things we can taste*) and musical instruments (*things we can hear*) in Britain. Ask them to trace the picture of *Big Ben*. Point to the picture and tell pupils that this is one of Britain's best-known landmarks. Then say: *I can see Big Ben.* The pupils repeat after you. Then point to the picture of the *fish and chips* and tell the pupils that this

Module 4 (Unit 8 - My Senses)

is a popular food in Britain. Say: *I can taste fish and chips*. The pupils repeat after you. Finally, show them the *bagpipes* and say: *I can hear the bagpipes*. The pupils repeat after you.

Next, point to the Italian flag. If you have a map of the world, put it up on the board and show where *Italy* is. Ask the pupils if they know anything about Italy and have a class discussion in L1 (e.g. *famous people, cities, landmarks, food, etc*). Point to the picture of the *Colosseum* and say: *I can see the Colosseum*. Then point to the pictures of the *pizza* and the *violin* and ask the pupils to trace the *pizza*. Then encourage pupils to say: *I can taste pizza. I can hear the violin*.

Ask pupils to tell you what they can see, taste and hear in their country.

2 Investigation: Find. Make a collage and say.

Tell the pupils they will make a collage with the pictures of a landmark, a musical instrument and food from their country. Hand out pieces of card. The pupils glue their pictures on the card to make a collage. Alternatively, the pupils can draw pictures. Make sure you display their work in the classroom.

(Activities to consolidate the language of the unit.)

3 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the squares. Explain the activity. The pupils have to match the senses to the pictures. Allow them time to complete the activity. Then, pupils point to the pictures and say, e.g. *Green-smell*.

Answers

1 b 2 c 3 a 4 e 5 d

Extension

Say one of the senses. Ask a pupil to tell you the colour of the square.

e.g. Teacher: See!

Pupil 1: Red! etc

4 Let's Play!

Tell the pupils they are going to play *Whispers*. Explain the rules. Ask the pupils to form a circle and begin the game by whispering a word to a pupil. Tell them to whisper the word into the ear of the pupil next to them and so on. The last pupil says what they think the word is. If their guess is correct, then you may do some kind of fun activity to celebrate the fact that the pupils got it right. Repeat the game with other words.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Give the pupils the sheets of paper you have brought to class. Ask them to choose one of the five senses and draw it. Then they present their drawings to the class.

Note: If you wish, you can do some or all of the *Reinforcement & Extension Activities* from the *Teacher's Resource Pack*.

Lesson 6

Objectives

To consolidate the language of the unit.

Language

In this lesson the pupils will **revise**:

- *senses*
- *day/night*

Extra Materials

None.

BEGINNING THE LESSON

Ask the pupils to present the collage they made in the previous lesson and say, e.g. *I can see Bran Castle. I can taste sarmale. I can hear the flute*.

Circle and say.

Pupils' books open. Say: *Open your books at page a hundred two*. Write the number 102 on the board and hold up your book. Say the

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instructions twice as you mime them. The pupils have to look at the pictures and circle the correct senses. Allow them time to complete the activity. Check their answers. Then pupils point to the pictures and say: one – see. Repeat with as many pupils as you think is necessary.

Answers

1 b 2 a 3 a 4 b 5 b

Match.

Say the instructions twice as you mime them. Elicit what happens during the day and at night. Explain the activity. The pupils have to look at the pictures and match them to the sentences. Allow them time to complete the activity. Check their answers.

Answers

1 B 2 A 3 A 4 B

ENDING THE LESSON

My Progress 8

Read through the activities. Ask the pupils what activities they liked the most in the unit and have a brief class discussion. Allow the pupils some time to circle their top favourite activity.

Refer the pupils to the *Colour your progress* box. Read the sentences and explain any unknown words. Ask the pupils to look at the drawings of Woody and elicit what emotion each one illustrates (happy, okay, not happy). Ask the pupils to colour in the corresponding figure according to how well they think they have learnt the material.

Point to the *I can ...* grid and read the sentences. Explain each one. Then ask the pupils to tick the correct box according to how well they can perform the task. Advise the pupils to go back through the unit and revise areas they are weak in.

Fun Time Key & Instructions

FUN TIME

Fun Time 1

1 Choose. Colour.

strawberry – red pear – green
chicken – yellow flamingo – pink
whale – blue carrot – orange

2 Draw. Say.

(Pupil's own answers)

Fun Time 2

1 Find five differences. Point. Say.

Picture A	Picture B
3 books	1 book
2 rubbers	3 rubbers
4 pens	5 pens
1 pencil case	2 pencil cases
5 pencils	4 pencils

2 Count. Think. Draw and say.

(Pupil's own answers)

Fun Time 3

1 Colour. Say.

1 chair – red 2 cupboard – green

2 Match. Colour. Say.

Pupils colour:

window, wall – blue
bed, book – purple
table, two – yellow

Fun Time 4

1 Colour the toys.

Pupils colour:

train – blue doll – pink
ball – yellow teddy – orange
car – red plane – green

2 Let's Play!

Tell the pupils they are going to play the *Rhyming Line* game. Explain the rules. Choose eight flashcards with words that rhyme. Ask four pupils to come to the front of the class. Put four of the flashcards on the board and give the corresponding flashcards that rhyme to the pupils. Elicit the words. Ask the pupils to stand in front of their rhyming word and form a line. Repeat with as many pupils as you think is necessary.

Fun Time 5

1 Listen and number.

A 1 B 2 C 4 D 3

AUDIOSCRIPT

- 1 Look at my monster! It's got three eyes, two noses, two ears and one mouth.
- 2 Look at my monster! It's got two eyes, one nose, three ears and two mouths.
- 3 This is my monster. It's got four eyes, one nose, two ears and one mouth.
- 4 Look at my monster! It's got one eye, one nose, two ears and two mouths.

2 My monster! Count and write.

a 1 b 3 c 2 d 4 e 6

Fun Time 6

1 Choose the correct picture.

bananas – A popcorn – B
cheese – A cola – B

2 Circle the odd one out.

1 sandwich 2 milk

Fun Time 7

1 What can they do? Look and circle.

2 fly 3 jump

Fun Time Key & Instructions

2 What's your favourite hobby? Draw and say.

(Pupil's own answers)

Fun Time 8

1 Look. Put a tick (✓) or a cross (X).

1 X 2 ✓ 3 ✓ 4 X 5 ✓

2 Let's Play!

Tell the pupils they are going to play the *Let's Rhyme* game. Explain the rules. Bring two sets of flashcards with words that rhyme. Put one set on the left side of the board and the other one on the right side. Elicit the words. Ask two pupils to come to the front of the class. One pupil chooses a flashcard, e.g. *cat* and the other pupil has to pick the corresponding flashcard with the word that rhymes and say: *bat*. Repeat with as many pupils as you think is necessary.

Objectives

To consolidate the key vocabulary of the course.

Language

apples, ball, bananas, bed, big, biscuits, book, car, cat, chair, cheese, climb, cola, cow, cupboard, dog, doll, door, ears, eggs, eyes, floor, fly, hair, hear, hen, horse, house, ice cream, jump, milk, moon, mouth, nose, numbers (1-8), pen, pencil, pencil case, pizza, plane, popcorn, roof, run, rubber, sandwiches, schoolbag, see, sheep, small, smell, stars, sun, swim, table, taste, tea, teddy, teeth, tongue, touch, train, wall, window

Note: Round-up aims to consolidate the vocabulary of the course. The teacher can spend some time at the end of the school year on this section. Alternatively, the teacher can cover the section gradually upon completion of every unit/module.

1 Point and say.

Pupils' books open. Say: *Open your books at page a hundred twelve.* Write the number 112 on the board and hold up your book. Say the instructions twice as you mime them. Have a class discussion. Point to an item, e.g. *cheese*, and ask: *What colour is it?* Elicit: *Yellow.* Then ask: *What is it?* Elicit: *Cheese.* etc Repeat with as many pupils as you think is necessary.

2 Colour the animals red. Colour the food green.

Say the instructions twice as you mime them. Explain the activity. The pupils have to colour the animals *red* and the food *green*. Allow them time to complete the activity. Then, pupils point to a picture, e.g. *horse*, and say: *A red horse.* etc Repeat with as many pupils as you think is necessary.

Answers

Pupils colour in the picture accordingly.

3 Match. Then point and say.

Say the instructions twice as you mime them. Explain the activity. The pupils have to match the numbers to the words. Allow them time to complete the activity. Then, pupils point to the numbers and say the words.

Answers

one - 1 two - 2 three - 3 four - 4
five - 5 six - 6 seven - 7 eight - 8

4 Draw.

Say the instructions twice as you mime them. Explain the activity. The pupils have to draw simple sketches of *a big ball* and *a small bed*. Allow them time to complete the activity. Then, pupils point to their pictures and say: *A big ball! - A small bed!* Repeat with as many pupils as you think is necessary.

Answers

Pupils draw the pictures accordingly.

The Giant Turnip

Objectives

To develop listening comprehension skills through a story; to listen to a story about how a farmer managed to pull a giant turnip out of the ground; to talk about the importance of working with friends.

Language

In this lesson the pupils will learn to **understand**:

- *It's really big!*

In this lesson the pupils will learn to **use**:

- *big, giant, turnip*

Extra Materials

- A picture of a turnip for the *Beginning the Lesson* activity.

BEGINNING THE LESSON

Show the pupils a picture of a turnip. Point to it and say: *This is a turnip*. The pupils repeat after you. If you wish, you can bring in real turnips. Draw a simple picture of a giant turnip on the board and present the word *giant*. Have a class discussion, in L1 if necessary, about how big they think a giant turnip would be. Ask the pupils what they would do if they found a giant turnip in the ground, and how they would pull it out of the ground. Explain to the pupils, in L1 if necessary, that they are going to listen to a story about how a farmer managed to pull it out of the ground.

PRESENTATION & PRACTICE

 **Listen and read. Then act out the story.**

Pupils' books open. Say: *Open your books at page a hundred sixteen*. Write the number 116 on the board and hold up your book. Say the instructions twice as you mime them. Go through the pictures and set the scene.

e.g. Teacher: *(pointing to the farmer in picture 1) Look at the farmer.*

He's on his farm.

(pointing to the turnip) What's this?

Class: *It's a turnip.*

Teacher: *Is it a small turnip or a giant turnip?*

Class: *A giant turnip.*

Teacher: *(pointing to the farmer in pictures 2 and 3 and shaking your head) Can the farmer pull out the turnip?*

Class: *No!*

Teacher: *It's really big! (pointing to picture 4 and nodding your head) Look! The woman and the girl are here. Can they help?*

Class: *Yes! etc*

Follow the same procedure and present the rest of the story. Play the audio and ask the pupils to point to the corresponding pictures as they listen to the audio. Show them what to do by holding up your book and pointing. Play the audio again. The pupils listen and repeat, chorally and/or individually.

Ask for a volunteer to come and point to the first picture in the book. Encourage them to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

Summary: A farmer plants a turnip that keeps growing and growing until it becomes very big. One day, he decides to pull it out of the ground. He pulls and pulls, but it doesn't come out. He asks his wife, his granddaughter and some animals to help him. They all pull together and manage to pull the giant turnip out of the ground.

AUDIOSCRIPT

Frame 1

(Sound of a farmer walking.)

Frame 2

(Sound of the farmer trying to pull the turnip out.)

Frame 3

Farmer: *Hmm ...*

Frame 4

(Sound of the farmer, his wife and their granddaughter pulling the turnip.)

Frame 5

Farmer's wife: *Oh ... It's really big!*

Frame 6

(Sound of the farmer, his wife, their granddaughter and the animals pulling the turnip.)

Frame 7

(Sound of the turnip coming out of the ground.)

Frame 8

Farmer: *We did it!*

All: *Yeah!*

Read the sentence at the bottom of page 117. Have a discussion, in L1 if necessary, about the moral of the story. What could have happened if nobody had helped the farmer? Explain that if we work together, we can do anything. A difficult task becomes much easier with the help of our friends. Ask the pupils if they have ever helped someone (e.g. *their parents, grandparents, friends, etc*) do something or if someone has helped them. What was the task? How did they feel? Did they say 'thank you' to the people who helped them?

ENDING THE LESSON

Provide the pupils with a sheet of paper. Ask them to draw a giant turnip and colour it any colour they like. The pupils hand in their drawings as they leave the classroom. Make sure you display their drawings in the classroom.

Season's Greetings

Objectives

To talk about Christmas. To sing a Christmas song. To make a Christmas poster.

Language

In this lesson the pupils will learn to **understand**:

- *It's Christmas time! Merry Christmas!*
- *Santa, reindeer, Christmas tree, presents, sleigh*
- *What's this?*

In this lesson the pupils will learn to **use**:

- *Merry Christmas!*
- *Jingle Bells!*

Extra Materials

- A big Christmas tree made out of green paper for the *Beginning the Lesson* activity;
- pictures/photographs related to Christmas (*Santa, reindeer, Christmas tree, presents, sleigh*) for *Presentation & Practice*;
- pieces of large card for Ex. 2.

Note: This unit is optional. It is designed to be taught just before Christmas.

BEGINNING THE LESSON

(Activities to present Christmas.)

Put up the big Christmas tree you have prepared on the board and say: *A Christmas tree*. The pupils repeat, chorally and individually. Tell them: *It's Christmas time! Merry Christmas!* The pupils repeat after you.

PRESENTATION & PRACTICE

(Activities to present and practise a Christmas song.)

Sing.

Pupils' books closed. Put up the pictures/photographs related to Christmas on the board. Point to the pictures (*Santa, reindeer, Christmas tree, presents, sleigh*), one at a time, and say the word(s). The pupils repeat after

you. Point to the pictures in random order. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page one hundred eighteen*. Write the number 118 on the board and hold up your book. Say the instructions twice as you mime them. Hold up your book, point to the pictures and elicit the words. Play the audio as many times as you think necessary for the pupils to start singing along.

AUDIOSCRIPT

*Jingle Bells,
Jingle Bells,
Jingle all the way!
Oh, what fun it is to ride
On a one-horse open sleigh!*

Investigation: Find. Make a collage and say.

Tell the pupils they are going to make a Christmas collage. Hand out pieces of card. The pupils decorate and colour their collages any way they like. They can use the collage in Ex. 2 as a model. Go around the classroom and help if needed. During the activity, you may play the *Jingle Bells* song as many times as you wish.

As the pupils leave, invite them to say *Merry Christmas!*

Objectives

To talk about Mother's Day.

Language

In this lesson the pupils will learn to **understand**:

- *Mother's Day*
- *love, kisses, hugs, roses, violets*

In this lesson the pupils will learn to **use**:

- *This flower is for you, Mum.*
- *Happy Mother's Day!*
- *Oh, thank you!*
- *heart*

Extra Materials

- Photocopies of the flower template from the *Teacher's Resource Pack* for Ex. 2 (*Craftwork*).

Note: This unit is optional. It is designed to be taught just before Mother's Day.

BEGINNING THE LESSON

(Activities to present Mother's Day.)

Write the date of the Mother's Day celebration on the board and encourage the pupils to guess why that date is special. Have a general discussion about how they usually celebrate Mother's Day.

PRESENTATION & PRACTICE

(Activities to present the concept of Mother's Day.)

Sing.

Pupils' books closed. Draw a picture of a woman's face on the board and say the word(s) *Mummy/Mum/Mother*. Ask the pupils to tell you what words come to mind when they think of their mums. (This is a good opportunity to teach the pupils some new words, e.g. *love, kisses, hugs, etc*).

Pupils' books open. Say: *Open your books at page one hundred nineteen*. Write the number 119 on the board and hold up your book. Read the title and say/ elicit what it means. Say the instructions twice as you mime them. Hold up your

book, point to the pictures and elicit the words (*butterfly, snail, flower, boy, mum*).

Play the audio as many times as you think necessary for the pupils to start singing along. Encourage the pupils to do the actions.

AUDIOSCRIPT

Mum, I love you!
Mum, I love you!
Yes, I do!
Yes, I do!
Happy Mother's Day!
Happy Mother's Day!
I love you!
I love you!

Before going into class

Have the photocopies of the flower template, one per pupil, from the *Teacher's Resource Pack* ready to use.

Make. Say the poem to your mum.

Tell the pupils that they are going to make a bunch of flowers for their mums. Show them your model. Guide them through the cutting and colouring of their templates. Go around the classroom as the pupils make their flowers and ask questions about the colours the pupils have used. Read the poem aloud and explain any unknown words, in L1 if necessary. Then encourage the pupils to tell this poem to their mum while offering the flower to her.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Invite the pupils to show their flowers to the class. Ask a pupil to take on the role of 'Mother' and ask the rest of the pupils to offer a flower to her and read the poem. Demonstrate this yourself first.

e.g. *Pupil 1: Roses are red,
Violets are blue,
Dear Mummy,
This is for you!*
Mother: Oh, thank you! etc

A Wall Poster

Let's Play!

Before going into class

Download a copy of the *A Wall* poster and tail template and bring a scarf to be used as a blindfold. Cut out the tail template.

Pupils' books open. Say: *Open your books at page a hundred twenty.* Write the number 120 on the board and hold up your book. Explain the concept of *left, right, here* and *there*. Point to the picture of *here* in the book and say: *here*. The pupils repeat chorally and/or individually. Do the same for *there, left* and *right*. Then point to each arrow in random order. Ask individual pupils to say the word and ask the rest of the class for verification.

Point to various objects in the classroom and ask pupils to say *here, there, left* or *right*.

Put up the *A Wall* poster. Explain the game. Ask a pupil to come to the board, then blindfold them with the scarf. Give the blindfolded pupil the dog's tail. Tell the rest of the class to call out *here, there, left* or *right*, so that they direct the blindfolded pupil to pin the tail on the dog in the right place. Continue the game with other pupils.

Instruments for Evaluation

Evaluation plays an integral part in the learning process, and it is more efficient when based on the systematic observation of the pupils throughout the course. It provides valuable information that reflects their progress in the acquisition of receptive and productive skills as well as their attitude towards their own learning experience. It also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is basically divided into three parts: *initial evaluation* at the beginning of the course, *formative evaluation* which is done on a daily basis, and *cumulative evaluation* upon finishing a unit.

In **Comunicare în limba modernă engleză Clasa I** the evaluation activities are included in both the *Teacher's Book* and the *Pupil's Book*.

Initial evaluation

This evaluation centres mainly on the pupils' reports from the previous school year, as the information should help the teacher find out about the strategies they are able to use.

Formative evaluation

Any exercise a pupil does can be used for this type of evaluation. The results are then recorded on the pupil's *formative evaluation chart*.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (for example, the dialogues, language games, craft activities, and so on) and write the marks obtained with the help of the following code:

★★★★★ – the pupil recognises and produces the language

★★★ – the pupil recognises but does not produce the language correctly

★ – the pupil does not recognise the language

Cumulative evaluation

The results of cumulative evaluation are recorded on the pupil's *cumulative evaluation chart*.

In the *Pupil's Book* the last page of the unit is used for cumulative evaluation. However, in order to obtain reliable information, the formative evaluation marks, work done throughout the unit participation and attitude should also be taken into account.

In order to complete the chart, write down the pupils' names and record the results using numbers or letters in the corresponding columns. The code for formative evaluation can also be used here.

Evaluation chart for games and activities (formative evaluation)

Name of game/activity:

Aim of game/activity:

Unit:

Lesson:

Course:

Pupils' name:	Mark and comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

Evaluation criteria: ★★★★★ ★★★ ★

Evaluation chart for each unit (cumulative evaluation)

Unit:

Date:

Course:

Pupils' names

Aims:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
The pupil is able to ...																									
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8																									
9																									

Marking criteria: ★★★★★ ★★★★★★ ★★★★★★★★ ★★★★★★★★★★ ★★★★★★★★★★★★

Attitudes:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1																									
2																									
3																									

Marking criteria: ✓ Yes ✗ No I Improving

Activity Book Key & Instructions

MODULE 1

Unit 1 - Hello!

1 Complete.

Revise the characters' names. Point to each character in turn and elicit the names. Explain the activity and allow the pupils some time to complete and colour in the picture.

2 Join and colour.

Revise the colours. Hold up a green coloured pencil and ask the pupils to say the correct colour, e.g. *green*. Read the instructions and explain the activity. The pupils match the characters to their hats and then colour them in. Allow them some time to complete the activity. Check their answers.

Then point to the first hat and ask the pupils to tell you whom it belongs to. Elicit: *Frosty*. Then elicit the colour: *orange*. Repeat for *Alvin's hat (green)* and *Woody's hat (blue)*.

3 Colour.

Direct the pupils' attention to the colour sequence in each row. Explain the activity. Allow the pupils some time to colour in the boxes. Then point and elicit: *yellow, blue*. Point to the second sequence of colours and elicit: *green, red*. Finally, point to the third sequence and elicit the answer: *pink, pink*.

4 Colour. Say.

Ask individual pupils to say what their favourite colour is. Next, direct the pupils' attention to the circle and tell them to colour it in using their favourite colour. Then they present their colours and say: *My favourite colour is (red)*.

5 Look and find the stickers.

Read the instructions and explain the task. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Check their

answers. Then point to the characters, one at a time, and elicit, e.g. *This is Erlina. etc*

6 Find and colour.

Tell the pupils to look at the coloured parts of the picture and use them as a colour guide in order to colour the corresponding squares in the big picture. Go around the class, asking the pupils to identify the colours.

Unit 2 - My Schoolbag

1 Match.

Revise the school objects by pointing to realia in the classroom. Read the instructions and explain the activity. Point to the puzzle pieces of the items around the picture and elicit their names. Point to the example. Allow the pupils some time to find these items in the picture and draw lines. Check their answers.

2 Draw.

Explain the activity. Allow the pupils some time to finish drawing the items. Then point to the items, one at a time, and ask individual pupils to say, e.g. *It's a rubber. etc*

3 Join and trace.

Revise the numbers 1 to 5. Ask the pupils to look at the numbers Erlina is holding and say them out loud. Then ask them to look at the mushrooms and count the circles on each one. Elicit the answers orally. Point to the example and explain the activity. The pupils join and trace the numbers. Check their answers.

4 Colour. Then count and write.

Point to the *book*. Ask: *What's this?* Elicit the answer: *It's a book*. Repeat for the rest of the items. Ask the pupils to colour the school objects. Once they finish, tell the pupils to count the number of each item in the tree and to write the correct number in the space provided. Check their answers.

Activity Book Key & Instructions

books – 2 pencil case – 1
pens – 4 rubbers – 5
pencils – 3

5 Count and find the stickers.

Read the instructions and explain the activity. Tell the pupils to count the items in each box, e.g. *one pencil, three pencils, etc.* Then ask them to find the number of items missing from each sequence. Elicit the answers. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Check their answers. Once they finish, pupils point to the pencils and say: *one pencil, two pencils, three pencils, four pencils, five pencils.* Repeat for the remaining items (*rubbers, books and pens*).

6 Colour and say.

Point to number 1 and the colour and ask: *What colour is this?* Elicit: *Red.* Do the same for the remaining numbers and colours. Explain the activity. The pupils use the code and colour in the picture. Then pupils point and say: *It's a red book. etc*

- 1 It's a red book.
- 2 It's a blue pencil.
- 3 It's a green pen.
- 4 It's a yellow pencil case.
- 5 It's an orange rubber.

MODULE 2

Unit 3 – My Home

1 Look and circle.

Revise the parts of the house. Point to the pictures of the *wall* in the first picture and ask: *What's this?* Elicit: *It's a wall.* Repeat for *door, window, roof.* Explain the activity. Allow the pupils some time to find the correct part of the house and circle it. Check their answers.

2 Follow and colour.

Go through the items and elicit their names. Explain the activity. The pupils follow the paths that lead from the paintbrushes and use the colours to colour in the items. Then point to each item and elicit, e.g. *This is the door. It's blue. etc*

3 Look and draw.

Direct the pupils' attention to the pieces of furniture. Go through and elicit their names. Explain the activity. Allow the pupils some time to look at the order in which the furniture items appear in each row and draw the correct one in the space provided. Then point and elicit their names, e.g. *table.*

table, chair, chair, bed

4 Circle the same.

Read the instructions and explain the activity. Allow the pupils some time to complete the task. Check their answers. Then point to each picture and elicit: *Alvin's in the house. etc*

Pictures to be circled:

Alvin's in the house.
Woody's in the cupboard.
Erlina's in the schoolbag.

Alvin's on the chair.
Woody's on the table.
Frosty's on the bed.

5 Look and find the stickers.

Tell the pupils to look at the half-pictured items inside the tree house and name them. Explain the task. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Then point to each item and elicit, e.g. *It's a pink chair. etc.*

6 Colour. Say.

Explain the activity. The pupils colour in the pictures of Frosty. Then point to the picture of Frosty sitting on the chair and elicit: *Frosty's on the chair.* Repeat for the other two pictures.

Activity Book Key & Instructions

Unit 4 – My Toys

1 Colour.

Revise the names of the toys. Direct the pupils' attention to the pictures and tell them to colour them in using the dots as a guide. Allow the pupils some time to complete the task. Then point to the first picture and ask: *What's this?* Elicit: *It's a plane.* Point to the second picture and elicit: *It's a train.* Repeat the same procedure for *ball* and *teddy*.

2 Colour. Say.

Read the instructions and explain the activity. The pupils use the key to colour in the toys. Allow them some time to complete the task. Check their answers. Once they finish, they point to each picture and say: *I've got a (yellow plane).* etc

3 Trace. Then match.

Revise the numbers 1 to 10. Read the instructions and explain the activity. The pupils trace the numbers and match them to the correct picture. Then point to each picture and say: *1 teddy, 2 trains, 3 rubbers, 4 planes, 5 cars, 6 dolls, 7 books, 8 chairs, 9 balls, 10 pencils.*

4 Colour.

Read the instructions and explain the activity. The pupils colour in the planes with the help of the key. Allow the pupils some time to complete the task. Once they finish, the pupils point to each plane and say: *6 – orange, 7 – green, etc*

5 Count and circle.

Practise addition by writing some simple sums on the board and eliciting the correct answers. Ask the pupils to count the dots and circle the correct answers. Check their answers.

- a seven 7
- b ten 10

- c six 6
- d eight 8

6 Look and find the stickers.

Point to the pictures of the toys and elicit their names. Explain the activity. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Then point to the toys, one at a time, and ask the pupils to say what they have in their boxes, e.g. *I've got a doll.*

7 Colour. Match.

Revise the meaning of *big/small*. Explain the activity and allow some time for the pupils to colour in the cars. Then have them match the big items to the big car and the small items to the small car. Check their answers.

- | | |
|---------------|--------------|
| ball – big | doll – small |
| train – small | plane – big |
| teddy – big | |

MODULE 3

Unit 5 – My Face

1 Look and find the stickers.

Revise the parts of the face. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Then point to each character and elicit, e.g. *(Frosty)'s got a (mouth).* etc

2 Draw.

Read the instructions and explain the activity. Point to each picture and ask the pupils to say what part of the face is missing, e.g. *a nose, etc.* Ask the pupils to draw what's missing in each picture. Have pupils show their drawings to the class once they finish.

3 Draw lines.

Explain the activity. The pupils draw lines to match the pictures to their silhouettes. Check their answers. Then point to each picture and

Activity Book Key & Instructions

say the actions (*wash your hands, wash your face, brush your teeth, brush your hair*).

4 Look and colour.

Read the instructions and explain the activity. Allow the pupils some time to use the code and colour in the picture. Then pupils point to and say, *e.g. He's got (blue hair)*. etc

5 Look and say.

Read the instructions and explain the activity. Point to each picture and elicit what the character is saying, *e.g. You've got big eyes*. etc

6 Circle 6 differences.

Ask the pupils to look at the two pictures and elicit the differences. Allow the pupils some time to circle the differences. Then individual pupils point to each of the differences and say, *e.g. He's got blue hair. He's got green hair*. etc

A

He's got a big nose.
He's got big ears.
He's got blue hair.

She's got a small nose.
She's got a big mouth.
She's got blue eyes.

B

He's got a small nose.
He's got small ears.
He's got green hair.

She's got a big nose.
She's got a small mouth.
She's got pink eyes.

Unit 6 – My Food

1 Draw lines.

Revise the names of the food items. Explain the activity. Allow the pupils some time to match the food items to their silhouettes by drawing lines. Check their answers.

2 Draw. Say.

Read the instructions and explain the activity. Point to the shopping list and elicit the names of the items. Tell the pupils

to draw the food items on their list in the basket. Allow them some time to finish their drawings. Then they say: *Give me some (cheese), please*. etc

3 Match.

Direct the pupils' attention to the pictures of the children. Then point to each food item and elicit the correct name. Tell the pupils to match the children to their food items.

- | | |
|-----------|-------------|
| 1 cola | 4 egg |
| 2 banana | 5 ice cream |
| 3 popcorn | |

4 Draw.

Point to each face and say: *I like ... I don't like ...*. Go through the pictures and elicit the names of the food items. Explain the activity. The pupils draw a smiley face or a frowny face depending on whether they like the food items or not. Once they finish, they say which food items they like and which ones they don't.

5 Look and find the stickers.

Tell the pupils to look at the picture of the characters having tea and name the half-pictured items. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Then point to each item and elicit, *e.g. I like/don't like (apples)*. etc

6 Draw.

Go through the food items and elicit their names. Explain the activity. Tell the pupils to draw the food items they like/don't like on the trays. Then the pupils present their drawings to the class and say: *I like (ice cream). Yummy! I don't like (eggs). Yuk!*

Activity Book Key & Instructions

MODULE 4

Unit 7 – My Animals

1 Colour.

Revise the names of the animals. Explain the activity. The pupils colour in the pictures using a colour of their choice. Allow them some time to complete the task. Then point to the horse and elicit: *It's a (yellow) horse. etc.*

2 Count. Write.

Read the instructions and explain the activity. Ask the pupils to count the animals and write the numbers in the spaces provided. Check their answers.

cats – 4	cows – 3
hens – 5	sheep – 1
dogs – 2	horse – 1

3 Complete.

Revise the verb *can*. Read the instructions and explain the activity. The pupils trace the items and colour them in. Then point to each picture and ask the pupils to say what each child can do. Elicit their answers.

I can jump.	I can run.
I can fly.	I can swim.
I can climb.	

4 Look and say.

Point to the pictures of the animals, one at a time, and elicit the actions. Then ask the pupils to point to each animal and say, e.g. *I can fly. etc* As an extension, you can ask the pupils to colour in the picture.

5 Find the stickers. Play with your friend.

Tell the pupils to look at the pictures of the animals and elicit their names. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces.

Explain the game. The pupils play the game in pairs. Ask the pupils to use a coin, a sharpener, etc as a marker and place it on the *Start* sign. The pairs take it in turns to select a number by throwing a dice and then move along the board according to the number. The pupils must name the animal in the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must go back to the *Start* sign. If they land on an *OH, NO!* square, they must go back to the start, if they land on a *GREAT!* square they play again.

6 Draw lines. Talk with your friend.

Point to the picture of the two children talking and the speech bubble of the horse. Say: *I can jump. Can you jump?* The pupils repeat after you. Explain the activity. In pairs, the pupils draw lines to the smiley face or the frowny face, depending on what they can do and what they can't do. Then they ask and answer, e.g. *I can climb. Can you climb? etc.*

Unit 8 – My Senses

1 Circle.

Revise the senses. Read the instructions and explain the activity. The pupils circle the odd one out. Ask them to justify their answers.

picture of look	picture of hear
picture of touch	picture of touch
picture of smell	

2 Look and say.

Read the instructions and explain the activity. Point to the pictures, one at a time, and ask the pupils to say what they can see, e.g. *I can see a mouse. etc*

3 Count and write.

Ask the pupils to look at the picture of Frosty. Explain the activity. Tell them to count the items and write the correct number in the

Activity Book Key & Instructions

spaces provided. Check their completed work.

sun – 7 moon – 9 star – 10

4 Draw. Colour.

Point to the incomplete pictures. Ask the pupils to complete the pictures for *day* and *night* by drawing things that apply to each picture. Then have them colour in their drawings. Once they finish, the pupils present their drawings to the class and say: *It's day! Look at the sun! Look at the flowers! etc*

5 Look and find the stickers.

Direct the pupils' attention to the picture. Explain the activity. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces.

6 Follow. Say.

Explain the activity. The pupils follow the lines, look at the pictures and say what things they can *see, hear, smell, touch* and *taste, e.g. Willow can see the stars. etc*

Alvin can hear a cat.

Erlina can smell popcorn.

Woody can touch a ball.

Frosty can taste ice cream.

Board Games (1-4)

For rules on how to play the board games, see the *Introduction*.

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